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ABSTRACT

The effectiveness of Georgia's comprehensive high school consumer and homemaking educational programs in providing competence in six essential skill areas was studied. Respondents were selected from all Georgia high school graduates from 1978-79 who had participated in at least one consumer and homemaking education course. Survey findings showed that respondents indicated: (1) all skills listed for the curriculum areas were very important; (2) they were somewhat prepared in all curriculum areas and had received some instruction in the areas; (3) no skills listed in the curriculum should be deleted; (4) they were well prepared in specific consumer and homemaking educational skills; (5) they were better prepared in those curriculum areas in which they had participated (taken courses); (6) they were slightly more prepared to perform skills in a curriculum area than those who had not taken a course in the curriculum area; (7) all skills should receive more emphasis than they received; (8) they needed additional information in the areas of child development, personal finance/consumer education, and family living/parenthood education; and (9) they updated consumer and homemaking skills by reading magazines, getting advice from friends or relatives, watching television, reading books, and listening to the radio. (Instruments and data are appended.) (YLB)

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FINAL REPORT

Georgia Survey of Consumer and Homemaking Education Programs

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CHAPTER 1

INTRODUCTION

Background

The Georgia Department of Education (GDE) has stated that the goal of the Consumer and Homemaking Education programs is the improvement of the quality of life of each individual. Although the Consumer and Homemaking Education curriculum has evolved over a period of time, it is the concern of Georgia educators that societal changes during the past two decades--including the increased number of women in the work force, the assumption of multiple roles by both men and women, technical advances, economic fluctuation, and environmental concerns--necessitate reexamination of the curriculum in order to ensure that these changes have been accommodated.

Six essential skill areas, contained in the six Georgia curriculum modules, are currently the focus of the Georgia Consumer and Homemaking Education program. These skill areas are, matched to specific curriculum modules, as follows:

(1) providing for personal and family development, and for establishing satisfying personal/family relationships: the Family Living/ Parenthood Education module,

(2) caring for children: the Child Development module,

(3) providing nutritious food for one's self and one's family: the Foods and Nutrition module,

(4) providing and caring for personal and family clothing: the Clothing and Textile module,

(5) selecting and maintaining housing for one's self and one's family: the Housing, Furnishing, and Management module, and

(6) managing financial and other resources: the Personal Finance/ Consumer Education module.

Although the curriculum appears to meet the needs of its students in the above six skill areas, the Department is concerned that no quantitative evidence exists to support this opinion. In order to determine the effectiveness of Georgia's consumer and homemaking education programs, the Georgia Department of Education's Office of Vocational Education initiated a survey project to gather information throughout the state from a sample of high school graduates. National Evaluation Systems, Inc. (NES) was the contract research agency responsible for the design, administration, and data analysis of the survey project.

Purpose

The overall purpose of this study was to determine the effectiveness of the consumer and homemaking education programs in Georgia's comprehensive high schools. More specifically, the primary goals of the study were to:

(1) determine the effectiveness of Georgia's comprehensive high schools' Consumer and Homemaking Education programs in providing competence in the six essential consumer and homemaking skill areas;

(2) determine those consumer and homemaking competencies which former students who have participated in programs believe should be added, emphasized, or deleted from the curriculum; and

(3) develop an evaluation model which can be used by existing staff to monitor program effectiveness and identify needed improvements in the future.

Use of Results

The results of the two questionnaires developed for this project were used to generate recommendations regarding the current consumer and homemaking education curriculum to ensure that the state's goals to provide competence in the six skill areas are met. This study is also intended to provide all other interested citizens in Georgia with information regarding the effectiveness of the consumer and homemaking education program.

CHAPTER 2

STUDY DESIGN

Introduction

On October 23, 1981, a meeting between staff of NES and GDE was held at NES to review the project activities, timeline, and work plan as presented in a draft planning document. Based on the discussion during this meeting, the Planning Document was revised to include suggestions for modifications in the administration procedures for this project. This section of the report describes the procedures used in conducting this survey project. Major project activities included:

- development of the survey instruments,
- identification of the respondent groups,
- design and implementation of the sampling procedures,
- data collection procedures,
- data analysis, and
- interpretation and presentation of the results.

Development of the Survey Instruments

In order to obtain the desired information, GDE and NES jointly decided that the best approach would be to utilize two data collection instruments which included:

(1) a mail questionnaire which was to be distributed to all sampled individuals, and

(2) a telephone interview which was to be administered to a sample of the mail questionnaire non-respondents.

The first step in developing the instruments was the specification of the objectives related to the areas of interest to be addressed by the survey. The initial list of objectives was prepared by NES and project consultants. This draft list was then sent to GDE and a Georgia Advisory Panel for review as to the appropriateness and completeness of the objectives. Based on the recommendations of the Advisory Panel and GDE, the list of objectives was finalized. A list of these objectives may be found in Appendix A.

The finalized list of objectives served as the basis for question development. Questions for the mail survey instrument were developed by NES staff and project consultants, reviewed by the Advisory Panel and GDE, and revised by NES according to recommendations made by the Advisory Panel and GDE.

After the initial mail survey instrument had been approved by GDE, it became the basis for developing the telephone interview schedule. Although the two instruments remained very similar in content, the revisions made to the mail survey instrument in developing the telephone survey instrument customized that instrument to accommodate telephone interviewing. Both instruments were then field tested. The mail survey instrument was sent to 30 individuals. An additional 20 respondents were interviewed using the telephone survey instrument. Field test participants were asked to answer the survey questions and then make judgmental comments regarding the clarity, length, and ease of completing the survey. Minor revisions were made to the instruments based on the field test results, and final copies of the instruments were produced in accordance with GDE's approval.

A variety of types of questions were included in the survey instruments such as questions requiring multiple-choice responses, rating responses, and open-ended responses. Copies of the final survey instruments may be found in Appendix B.

Identification and Sampling of Respondent Groups

The population targeted for the survey included all Georgia comprehensive high school graduates from the years 1978 and 1979 who had participated in at least one consumer and homemaking education course during high school.* A sampling plan was submitted to the Department for review and approval prior to actual sampling. A two-stage stratified sampling design was used to select a random sample of respondents. The two stratification variables included:

(1) year of graduation: 1978 or 1979, and

(2) educational region of the state as delineated by the Department of Education: Albany, Athens, Marietta, and Waycross.

In order to ensure adequate representation in each of the stratification categories after attrition, it was decided that a proportional sample of 2,000 participants should be sampled to obtain approximately 1,000 respondents as indicated in the chart on the following page.

* Note: It was the Department's intention to survey only those students who had participated in the consumer and homemaking education curriculum to obtain information about student's perceptions of the curriculum, not to conduct a comparative study to detect the effects of the curriculum on participants versus non-participants.

	Region 1	Region 2	Region 3	Region 4	Total
1978	500	150	200	150	1,000
1979	500	150	200	150	1,000
TOTAL	1,000	300	400	300	2,000

Information regarding the names of the 1978 and 1979 comprehensive high school graduates who had enrolled in at least one course in the consumer and homemaking education program was not on file at the Department. Therefore, in order to identify these former students, between January 1 and 14, 1982, NES prepared, subject to Department approval, and forwarded correspondence to Superintendents, Principals, Vocational Supervisors of Comprehensive High Schools, and Local Directors of Vocational Education informing them of the project, requesting their support of our effort, and advising them of NES' intention to contact home economics educators to obtain lists of the 1978 and 1979 graduates who were enrolled in CHE courses. During this period, NES forwarded personalized correspondence to home economics educators requesting their assistance in compiling lists of names, addresses, and telephone numbers of 1978 and 1979 graduates who completed at least one CHE course in grades 9-12. Educators were instructed to call NES, collect, with questions regarding this request. During the remainder of the month, NES maintained field contact with the local school systems to answer questions and provide assistance regarding the simplest method for home economics educators to prepare these lists.

The sampling design designated that, in order to ensure a representative sample, it would be necessary to obtain lists for each graduation year (1978 and 1979) from approximately one-third (63) of the schools distributed across the regions as follows:

- Region 1: 23,
- Region 2: 13,
- Region 3: 17, and
- Region 4: 10

A total of 82 schools submitted listings for one or both years; 61 lists of 1978 graduates and 76 lists of 1979 graduates were obtained. The numbers of lists obtained, according to region and year of graduation, are presented in the chart on page .

	Region 1	Region 2	Region 3	Region 4	Total
1978 only	3	0	3	0	6
1979 only	9	2	7	3	21
1978 and 1979	19	11	14	11	55
TOTAL	31	13	24	14	82

In order to implement the sampling plan, lists were separated into the eight cells of the sampling frame according to region and year of graduation. The number of sampled students needed in each cell was divided by the number of school listings needed for that cell in order to determine the number of students who were to be randomly sampled on each listing (see previous tables). The actual number of students sampled according to the stratification variables of region and year of graduation is presented in the chart below.

	Region 1	Region 2	Region 3	Region 4	Total
1978	522	149	193	158	1,022
1979	493	155	217	152	1,017
TOTAL	1,015	304	410	310	2,039

Data Collection Procedure

The distribution of survey materials began with an advance-notice postcard mailed on March 8, 1982, to the 2,039 sampled, eligible individuals. This procedure alerted the sample to the upcoming survey and provided a preliminary check on the accuracy of the names and addresses on the mailing lists. A copy of the advance-notice postcard (and all data collection correspondence) is included in Appendix C.

Based on the advance-notice postcard mailing, it was determined that 1,830 of the 2,039 advance notices had been delivered. Approximately 2 weeks after the advance-notice mailing, on March 26, 1982, a survey packet was mailed to the 1,830 individuals whose advance-notice postcards were not returned as undeliverable.

This packet included:

- a cover letter,
- the questionnaire, and
- a postage-paid return envelope.

In an attempt to ascertain the correct addresses for the students whose advance notices were undeliverable, an additional Address Correction Form requesting an address update for those students was included with the survey materials of classmates whose advance notices had been delivered. Survey participants were asked to complete the questionnaire, as well as the Address Correction Form if received, and return them to NES as soon as possible, but within three weeks (no later than April 16, 1982).

Although each participant's responses were confidential and no names were required on the surveys, each questionnaire was coded with a unique identification number so that NES could monitor the questionnaire returns. On April 30, 1982, approximately two weeks after the deadline for return of the first questionnaire mailing, a follow-up survey packet was sent to sampled non-respondents which again explained the purpose and value of the survey and strongly urged cooperation. Participants were given an additional two weeks to complete the survey and were asked to return them by May 14, 1982.

A tally of completed surveys returned after the final deadline for the second mailing had passed indicated a low (30%) response rate. Additional surveys (4%) were returned marked undeliverable or with notations by participants that they had never enrolled in any consumer and homemaking education courses.

In order to increase the sample size, determine the reasons for the low response rate, and assess the representativeness of the obtained sample respondents, it was decided that an extensive telephone interview follow-up

would be conducted. The telephone survey interviews occurred during the first two weeks of June. During this time a total of 102 mail survey non-respondents were interviewed. The following list represents the reasons indicated by the telephone survey respondents for their non-response to the mail survey.

(1) Of the 102 participants interviewed about one-third (38) respondents indicated that they had never received or could not remember receiving the questionnaire.

(2) Of those individuals who failed to return completed questionnaires but indicated that they had received the questionnaire, the primary reason given for non-responding included:

-- the respondent was away (usually at school) (23%)
-- the respondent forgot, just never got around to it, or no reason was given (23%)
-- the questionnaire had been thrown out or misplaced (22%), and
-- the respondent was too busy (17%).

(3) Reasons for non-responding provided by the remaining 15% of the participants interviewed included: the questionnaire was mailed to the individual's parents' address, the individual had moved, the individual received it too late, it was too long a time since the individual was in school to remember the information, and the individual was bored by the questionnaire.

During preliminary data analysis it was determined that, in general, the responses of the mail survey and telephone interview participants were similar, and that the results of the survey provide a good characterization of the target population. The results for the total group of respondents, as well as for mail versus telephone respondents, is presented in Appendix B.

Data Analysis

After the questionnaires were returned and inventoried, they were checked for errors. The responses to the open-ended responses were recorded, and similar comments were combined, categorized, and tallied. The questionnaires were then keypunched into computer-readable format in preparation for data processing.

In April 1982, a draft of the data analysis plan was submitted to and approved by GDE. In accordance with that plan, the following analyses were performed:

(1) frequency distributions to determine the percentage of respondents selecting a particular category for all multiple-choice and rating scale questions,

(2) means and standard deviations for the rating scale questions (20-44) in order to determine the average response to groups and subgroups, and

(3) correlational analyses for selected variables.

Interpretation and Presentation of the Results

In preparation for production of the final reports of the study, an outline of each report was sent to GDE for review. These reports included an Evaluation Model, an Executive Summary Report, and this Final Report.

Subsequent to the data analysis, a copy of the results of the study was forwarded to the GDE and Advisory Panel for review and interpretation in order to develop recommendations regarding the consumer and homemaking education curriculum. Concurrently, drafts of the final reports were prepared for review by the Department. Based on the additions, revisions, and recommendations supplied by GDE and the Advisory Panel, the final reports were produced. Copies of these reports may be obtained by contacting the Coordinator of Program Development of the Office of Vocational Education at the Georgia Department of Education.

In addition to the production of the final reports, results were presented at the August 3-6, 1982, Convention of Vocational Educators in Atlanta, Georgia. Materials prepared for use at the convention included overhead transparencies and a handout summarizing the questionnaire and results. Specifications for the supplemental dissemination materials were jointly decided upon by NES and GDE; draft copies of all materials were reviewed by GDE and suggestions for revisions were incorporated into the final materials.

CHAPTER 3

MAJOR FINDINGS

Participation in CHE Programs

Results. Several questions were asked to determine the extent of respondents' participation in CHE activities and courses. About 4 in 10 of the responding individuals said they had been a member of the Future Homemakers of America club. More than half (53.3%) said they were never a member of any homemakers clubs.

Students were asked to indicate the number of courses within each of the six curriculum areas in which they participated. In general, more than half of the respondents (53.5%) said that they took six or more courses in the CHE program. It should be noted, however, that for most students (68.7%) each of the courses were relatively short in duration because the school system followed the quarter system for course scheduling. Specific results on participation in CHE programs can be found in Appendix B.

Most students (78.7%) took at least one course in Foods & Nutrition. Participation was least in courses relating to Consumer Education; 31.1% of the responding individuals took one or more courses in this area. Each of the curriculum areas is listed in Table 1 in order of greatest to least student participation in one or more courses.

Scope of the Curriculum

The first step in determining the adequacy of the CHE program as outlined in the curriculum guide was to determine if the skills included for teaching were considered important by program participants. In order to assess this aspect of the program, a list of 25 skills matched to the curriculum areas was prepared. The list of skills matched to the curriculum areas is presented in Table 2.

Respondents were asked to rate the importance of knowing how to perform the skill on a scale of "1" (very important) to "3" (not important) for each question 20-44 on Scale A. The mean of the responses for each skill was calculated; these results are presented in Appendix D in the column for Scale A. The possible range for the mean was between 1 and 3; the closer the average was to 1, the more important respondents considered it important to know how to perform the skill. Beside each mean is an assigned respondent's rank which represents the relative importance of each skill according to the respondents. (A rank of 1 is most important. A rank of 25 is least important.)

The overall results were very positive. The average score for each skill was between 1 and 1.5 which indicates that all skills were considered to be more than somewhat important and, in general it appears that the skills included in the curriculum are considered important by students who participate in the CHE program.

TABLE 1: Participation in Curriculum Areas

Curriculum Areas	Percentage of Individuals Participating
Foods & Nutrition	78.7%
Clothing & Textiles	68.7%
Family Living/Parenthood Education	62.6%
Child Development	55.2%
Personal Finance/Consumer Education	41.9%
Housing, Furnishings, and Management	41.8%

The next step in assessing the adequacy of the scope of the curriculum was to determine whether or not any of the skills listed in Table 2 should be deleted from the curriculum. As indicated in the preceding discussion, in general respondents had considered the skills to be important. However, on Scale D respondents were also asked to rate their opinions about the amount of instruction which should be given to each skill on a scale of "1" (a great deal) to "4" (none). Appendix B shows the respondents' rating of each skill along this dimension under Scale D.

The results to this question confirmed the above results. At most, 8.4% of the students indicated that a skill should receive very little or no instruction. It appears then that no skills should be deleted from the curriculum guide.

To describe the adequacy of the scope of the curriculum, it was necessary to identify any skills not currently listed in the curriculum which should be added to the curriculum. In order to do so, respondents were given the opportunity in two open-ended questions (45 and 67) to identify any skills which were not included in the list of skills. Because no response was cited by more than 8% of the respondents and because most responses could be categorized within the skills list, it was determined that no additions to the curriculum were necessary. Appendix E lists the categories cited by respondents to these open-ended questions with the percentage of respondents citing each response.

TABLE 2

List of Skills by Curriculum Area Included on the Survey Instrument

Curriculum Area	Survey Question Number	Skill
Family Living/ Parenthood Education	20.	Provide for personal development
	21.	Establish satisfying relationships
	22.	Assume responsibility for coping with family problems
	23.	Assume responsibility for marriage
	24.	Assume responsibility for parenthood
	25.	Combine careers (homemaker, wage-earner, etc.)
Child Development	26.	Prepare for childbirth
	27.	Care for infants
	28.	Care for children
Foods & Nutrition	29.	Choose nutritious food
	30.	Shop for food
	31.	Store food
	32.	Plan, prepare, and serve meals
Clothing & Textiles	33.	Select clothing for self and family
	34.	Purchase clothing
	35.	Care for textile products
Housing, Furnishings, & Management	36.	Select housing
	37.	Create a desirable living environment
	38.	Maintain and care for housing
Personal Finance/ Consumer Education	39.	Make financial decisions
	40.	Develop and utilize a money plan
	41.	Use credit
	42.	Provide for security and protection through insurance, health plans, etc.
	43.	Purchase goods and services
	44.	Exercise consumer rights

Effectiveness of the Curriculum

Level of preparedness. The initial step in determining the effectiveness of the CHE program was to determine the average level of preparedness of respondents to perform the individual skills and skills grouped into curriculum areas. Respondents were asked to rate on a scale of "1" (very prepared) to "4" (not prepared) how prepared they thought they were to perform each skill. The reported level of preparedness for each skill was very high; the average score for individual skill preparedness ranged from 1.5 to 2.2. The skills for which respondents indicated the greatest level of preparedness were selecting clothing for one's self and family, purchasing clothing, maintaining and caring for housing, and shopping for food. Appendix D, Scale B provides the mean scores and relative ranking for each skill examined.

In order to determine the curriculum area in which respondents felt most and least prepared, responses to the individual skills were averaged across curriculum areas. The curriculum area in which respondents indicated the greatest level of preparedness was Clothing & Textiles. The mean scores and ranking of respondents' perceived level of preparedness averaged across skills for each curriculum area is presented in Appendix F.

Adequacy of Preparation in the Curriculum Areas

In order to determine the adequacy of curriculum area programs, the relationship between participation in the CHE curriculum area and overall feelings of preparedness in the curriculum area were explored. In other words, do former students who participated in the CHE program in a particular curriculum area indicate, on the average, a higher level of preparedness than those who participated in the program but not in the specific curriculum area?

In order to answer this question, the average score of the responses to the skills grouped by curriculum area and corresponding correlational analyses were computed for the question "How prepared do you think you are to perform the skill?" Table 3 summarizes the responses to Scale B in two ways. First, the mean preparedness score for respondents grouped according to the number of curriculum units taken is presented; second, a rank order was assigned according to the relationship between number of curriculum units taken and feelings of preparedness.

In general, for all curriculum areas there was a significant relationship between the level of preparedness in a curriculum area and amount of participation in that area. The curriculum areas are listed below in order of the strength of that relationship from strongest to weakest:

- Child Development,
- Family Living/Parenthood Education,
- Personal Finance/Consumer Education,
- Foods & Nutrition,
- Clothing & Textiles, and
- Housing, Furnishings, & Management.

Adequacy of the Curriculum in Preparing to Perform Essential Skills

As suggested by the results presented above for the curriculum areas, the results of the survey indicated that, for each skill, individuals who had taken a course in the curriculum area to which the skill is matched thought they were slightly more prepared to perform the skill than those who did not. This relationship was greatest for the following skills:

-- assume responsibility for parenthood,
-- prepare for childbirth,
-- care for infants,
-- care for children,
-- choose nutritional food, and
-- exercise consumer rights.

A more detailed representation of results is found in Table 5. This table presents the mean scores for each skill on Scale B (How prepared do you think you are to perform the skill?) according to the number of curriculum units taken in each curriculum area.

TABLE 3

Mean and Rank Order Scores on Scale B
(Perceived Level of Preparedness)

Curriculum Area	Scale B Mean Scores by Number of Curriculum Units Taken							Pearson Product Moment Correlation	Level of Significance
	0	1	2	3	4	5	6		
Family Living/ Parenthood Education (20-25)	1.9080	1.8734	1.6800	1.8772	1.6936	1.5217	1.4142	-.15	.001*
Child Development (26-28)	2.1294	1.9542	1.6694	1.5665				-.20	.001*
Foods & Nutrition (29-32)	1.8502	1.7741	1.7944	1.6166	1.1250			-.10	.006*
Clothing & Textiles (33-35)	1.7095	1.5816	1.6055	1.4916	1.2200		2.0000	-.10	.009*
Housing, Furnishings & Management (36-38)	1.8386	1.6762	1.8996	1.4743				-.08	.028
Personal Finance/ Consumer Education (39-44)	1.9979	1.9756	1.7926	1.8900	1.9456	1.6444	1.3725	-.11	.003*

* Indicates a statistically significant relationship. Correlations were considered to be statistically significant if the probability for occurrence (level of significance) was .05 or below.

NOTE: Correlations are expected to be negative because number of courses taken is an ascending scale and the preparedness scale (B) is presented in descending order where "1" is "very prepared" and "4" is "not prepared." "I don't know" responses were not included in the correlational analyses.

TABLE 4

Mean Scores By Number of Curriculum Units Taken for
Skills 20-44 on Scale B: Perceived Level of Preparedness

Curriculum Area	Skill	Mean Score by Number of Curriculum Units Taken							Pearson Product Moment Correlation	Level of Significance
		0	1	2	3	4	5	6		
Family Living/ Parenthood Education (20-25)	20. Provide for personal development	1.7860	1.7451	1.6183	1.8085	1.4800	1.3333	1.3333	-.12	.002*
	21. Establish satisfying relationships	1.7860	1.7308	1.5191	1.8333	1.7200	1.6667	1.1667	-.11	.005*
	22. Assume responsibility for coping with family problems	1.8505	1.8182	1.6031	1.8542	1.6250	1.3333	1.4167	-.12	.003*
	23. Assume responsibility for marriage	1.9474	1.9800	1.7615	1.7708	1.7500	1.5000	1.6667	-.09	.012*
	24. Assume responsibility for parenthood	2.1845	2.0974	1.8359	1.8958	1.9167	1.5000	1.6667	-.14	.001*
	25. Combine careers (homemaker, wage-earner, etc.)	1.9126	1.8311	1.7419	1.9545	1.7083	1.8333	1.2500	-.09	.013*
Child Development (26-28)	26. Prepare for childbirth		2.3597	2.1659	1.8500	1.7568			-.18	.001*
	27. Care for infants	2.0545	1.8592	1.6456	1.4444				-.19	.001*
	28. Care for children	1.9531	1.8169	1.5500	1.3714				-.18	.001*
Foods & Nutrition (29-32)	29. Choose nutritious food		1.8729	1.7863	1.7293	1.6239	1.0000		-.11	.003*
	30. Shop for food		1.7203	1.6496	1.6391	1.5000	1.0000		-.09	.011*
	31. Store food	1.9576	1.8966	1.9776	1.6923	1.0000			-.08	.026*
	32. Plan, prepare, and serve meals	1.8559	1.7692	1.7820	1.5577	1.5000			-.11	.005*
Clothing & Textiles (33-35)	33. Select clothing for self and family	1.5440	1.4449	1.4600	1.3974	1.3333			-.06	.076
	34. Purchase clothing	1.6313	1.4549	1.4646	1.3766	1.0000			-.11	.003*
	35. Care for textile products	1.9828	1.8184	1.8283	1.7333	1.3333			-.09	.012*
Housing, Furnishings & Management (36-38)	36. Select housing		2.1592	1.9016	2.2000	2.0000			-.06	.088
	37. Create a desirable living environment	1.7396	1.6484	1.7917	1.1500				-.09	.016*
	38. Maintain and care for housing	1.6243	1.4333	1.6939	1.2381				-.08	.021*
Personal Finance/ Consumer Education (39-44)	39. Make financial decisions	1.8407	1.7909	1.7423	1.6500	1.8000	1.3333	1.5000	-.08	.020*
	40. Develop and utilize a money plan	1.9145	1.9640	1.7708	1.8000	1.8000	1.5556	2.0000	-.06	.066
	41. Use credit	1.9940	2.0092	1.7474	2.0000	1.8667	1.6667	1.0000	-.10	.077
	42. Provide for security and protection through insurance, health plans, etc.	2.0325	1.9909	1.7340	1.8500	1.8750	1.6667	1.2500	-.12	.002*
	43. Purchase goods and services	1.9212	1.8774	1.8000	1.9500	2.0000	1.7778	1.2500	-.05	.127
	44. Exercise consumer rights	2.2421	2.1650	1.9011	2.1111	2.0000	1.8889	1.2500	-.14	.001*

* Indicates a statistically significant relationship. Correlations were considered to be statistically significant if the probability for occurrence (level of significance) was .05 or below.

NOTE: Correlations are expected to be negative because number of courses taken is an ascending scale and the preparedness scale (B) is presented in descending order where "1" is "very prepared" and "4" is "not prepared." "I don't know" responses were not included in the correlational analyses.

Respondents Perceptions of Program Adequacy

Students were asked to rate each skill on a scale of "1" (a great deal) to "4" (none) regarding (a) the amount of instruction received, and (b) the amount which they think should be received. Mean differences between the responses to these two questions indicate that respondents felt that all skills should receive more emphasis than they received. Table 6 shows the mean difference scores for each skill as well as the rank order of that difference. The lower the rank number (closer to zero) the more adequate the program was perceived to be by respondents.

Differences between responses were greatest for skills involving providing for security and protection through insurance, health plans, etc., using credit, making financial decisions, selecting housing, and exercising consumer rights. The difference between the level of emphasis received and what should be received was least for the skills of planning, preparing and serving meals; choosing nutritious food; shopping for food; storing food; and selecting clothing for one's self and family.

The same difference analysis was computed for the skills grouped by curriculum areas. The mean difference scores and rank order of perceived adequacy is as represented in Table 6 for skills grouped into curriculum areas. Foods and Nutrition was considered to be most adequate and Personal Finance/Consumer Education least adequate.

It should be noted that the overall level of instruction received was rated high; on the average students indicated they received more than "very little" instruction in all skills and curriculum areas. Students indicated that they received the most emphasis in Foods & Nutrition and Family Living/Parenthood Education but thought they should receive the most instruction in Child Development and Family Living/Parenthood Education.

Perception of Need for Additional Information

Extent of additional information needed. In order to determine the extent of additional information needed, respondents were asked to indicate for each skill the amount of additional information they thought they would need to be adequately prepared to perform the skill (Scale E) on a scale of "1" (a great deal) to "4" (none). The results indicated that, on the average, respondents felt in all cases that they did need some additional information but did not need a great deal of information to feel prepared. The curriculum area which respondents felt would require the least amount of additional information for them to feel prepared was Clothing and Textiles. The area which they indicated would require the greatest amount of information in order to feel prepared was Child Development. Listed in Appendix F for Scale E is the mean score and corresponding rank order for each curriculum area.

TABLE 5

Mean Difference Scores and Rank Ordering
of Difference Scores by Skill for Amount of Instruction Received (Scale C)
and Amount of Instruction Desired (Scale D)

Skill	Mean Difference Score On Scale C-D	Rank
20. Provide for personal development	.6701	6
21. Establish satisfying relationships	.8492	9
22. Assume responsibility for coping with family problems	.9965	16
23. Assume responsibility for marriage	.9757	14
24. Assume responsibility for parenthood	.9103	11
25. Combine careers (homemaker, wage-earner, etc.)	.9048	10
26. Prepare for childbirth	1.0556	18
27. Care for infants	.9948	15
28. Care for children	.9193	12
29. Choose nutritious food	.3061	2
30. Shop for food	.4558	3
31. Store food	.6282	4
32. Plan, prepare, and serve meals	.2960	1
33. Select clothing for self and family	.6398	5
34. Purchase clothing	.7307	7
35. Care for textile products	.8078	8
36. Select housing	1.2320	22
37. Create a desirable living environment	.9684	13
38. Maintain and care for housing	1.0318	17
39. Make financial decisions	1.2340	23
40. Develop and utilize a money plan	1.1701	20
41. Use credit	1.3410	24
42. Provide for security and protection through insurance, health plans, etc.	1.4243	25
43. Purchase goods and services	1.0661	19
44. Exercise consumer rights	1.1986	21

TABLE 6

Mean Difference Scores and Rank Ordering of Difference Scores for Curriculum Areas for Scale C-D

Curriculum Area	Mean Difference Score Scale C-D	Rank Order
Family Living/ Parenthood Education (20-25)	.8769	3
Child Development (26-28)	.9908	4
Foods & Nutrition (29-32)	.4146	1
Clothing & Textiles (33-35)	.7196	2
Housing, Furnishings & Management (36-38)	1.0736	5
Personal Finance/ Consumer Education (39-44)	1.2273	6

Although respondents indicated they needed only between "some" and "very little" information to be prepared, the skills in which they identified the need for the most additional information included:

-- assuming responsibility for parenthood,
-- preparing for childbirth,
-- caring for infants,
-- selecting housing,
-- providing security and protection through insurance, health plans, etc., and
-- exercising consumer rights.

Appendix D, Scale E shows the mean score and ranking for the individual skills with respect to the need for additional information. On the average, for all curriculum areas, males indicated that they would need slightly more information than females to be adequately prepared. No consistent or major differences in levels of information needed were evident for the categories of educational regions and year of graduation. Table 7 shows the mean score on Scale E (How much additional information do you need?) for each variable: Sex, Region, Year of Graduation, and Number of Curriculum Units Taken. No other trends or patterns were identified for these variables.

Reasons for needing additional information. Respondents were asked to identify the reasons why they felt they needed additional information. The primary reason given for needing additional information was to adjust to inflation. The reasons given can be ordered as follows:

-- to adjust to inflation (52.6%),
-- to keep up with technological advances (50.7%),
-- to contend with multiple roles (40.4%),
-- to adjust to the energy shortage (33.6%),
-- to cope with daily responsibilities (33.1%),
-- additional interest generated by the high school experience (25.8%), and
-- my high school experience was inadequate (19.3%).

Appendix B, questions 46-54, displays the specific percentages represented here. In addition, it should be noted that 27.1% of respondents felt that they did not need additional information. Only 3% of the respondents submitted reasons not listed above.

TABLE 7

Mean Scores on Curriculum Areas
by Sex, Region, Year of Graduation, and
Number of Curriculum Units Taken for
Scale: Amount of Additional Information Required

Curriculum Area	Sex		Mean Scores												
			Region				Year of Graduation		Number of Units Taken						
	Male	Female	1	2	3	4	1978	1979	0	1	2	3	4	5	6
Family Living/ Parenthood Education (20-25)	2.1481	2.2603	2.2951	2.3046	2.2050	2.1118	2.2564	2.2458	2.2060	2.2353	2.3102	2.2529	2.3617	2.1067	2.3600
Child Development (26-28)	1.9924	2.1464	2.1511	2.0631	2.1795	2.0865	2.1337	2.1324	2.1070	2.1302	2.1584	2.2672			
Foods & Nutrition (29-32)	2.3333	2.4249	2.5266	2.3721	2.2302	2.3771	2.4443	2.3939	2.3107	2.4704	2.4363	2.3645			
Clothing & Textiles (33-35)	2.3069	2.5896	2.6296	2.4935	2.5184	2.5157	2.6323	2.5057	2.4772	2.6019	2.5709	2.6325	2.9967		2.0000
Housing, Furnishings, & Management (36-38)	2.0641	2.3047	2.3184	2.2311	2.2852	2.2170	2.2726	2.2945	2.2831	2.3387	2.0537	2.2820			
Personal Finance/ Consumer Education (39-44)	2.1126	2.1814	2.2230	2.2255	2.0641	2.1133	2.1896	2.1623	2.1704	2.2840	2.0291	2.2420	2.4540	1.7287	2.5000

Methods used to update skills. Respondents were asked to identify the methods they used to obtain additional information regarding the consumer and homemaking education program (see Appendix B). According to the results, respondents used the following methods (ordered below by frequency of selection):

-- reading magazines (76.4%),
-- getting advice from friends or relatives (63.1%),
-- watching television programs (60.0%),
-- reading books (45.9%),
-- listening to radio programs (26.0%),
-- enrolling in a college course (20.5%),
-- attending short courses or demonstrations (13.2%),
-- enrolling in post-secondary adult education programs (7.5%),
-- participating in cooperative extension services (5.9%),
-- participating in summer courses (4.4%), and
-- other (3.6%).

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Introduction/Overview

All Curriculum Areas. In general, respondents felt that all skills listed for the curriculum areas were very important. Respondents also indicated they thought they were at least somewhat prepared in all curriculum areas and received "some" instruction (compared to "very little" or "a great deatl") in the areas. In all curriculum areas, for all skills, respondents indicated that the amount of instruction which the skills should receive is greater than the amount actually received. In response to the question regarding amount of additional information respondents thought they would need to be adequately prepared in each of the skills, respondents in general, indicated they would need only some or very little additional information to be adequately prepared to do any skill listed.

It is very important to bear in mind when reviewing the results that overall the results were positive. Because of this, minimal variation exists between students' attitudes regarding individual skills. To say that, for example, students felt least prepared to do any particular skill does not imply that they were unprepared; it merely suggests that, of all the skills which respondents felt prepared to do, this was a skill in which they were less prepared than any other.

Foods & Nutrition and Clothing & Textiles. Overall, respondents indicated that they considered these two curriculum areas to be least important in relation to the other areas. The discrepancy between the amount of instruction received and the amount respondents felt should be received was least for these areas.

Child Development. Overall, respondents indicated that they considered this curriculum area to be the most important, felt least prepared in this area, and felt they needed the most information to be adequately prepared in this area. Responses to Scale D indicate that respondents feel this area should receive the most instruction.

Family Living/Parenthood Education. Respondents indentified this area as the second most important area, but felt that, of the six curriculum areas, they were third least prepared in this area.

Housing, Furnishing, & Management and Personal Finance/Consumer Education. On the average, respondents rated skills in these areas as being of moderate importance in relation to the other curriculum areas. The discrepancy between the amount of instructiin received and the amount which respondents felt should be received was widest for these two areas.

The remainder of this chapter presents conclusions and recommendations along the same dimensions used in the preceding (Major Findings) chapter.

Scope of the Curriculum

The examination of the scope of the CHE curriculum involved determining the relative importance of the skills taught in each curriculum area according to respondents. This information was then used to identify discrepancies between the actual scope of the curriculum and the respondents' perception of curriculum scope needs.

Interpretations. As indicated in the preceding chapter, the fact that the skills included in the CHE curriculum which were surveyed were considered to be important is consistent with the practical application focus of the CHE curriculum. It was, therefore, not surprising that the results revealed that no skills currently listed in the curriculum should be deleted. CHE teachers, who have direct contact with the students and are in the best position to identify student needs, had input into the development of the curriculum guide; the results confirm the accuracy of teachers' input. It is encouraging to note that teachers have been accurate in the assessment of student needs.

The ranking of importance of individual skills within the curriculum was also consistent with current expectations. The results support recent attempts to refocus the curriculum to reflect student priorities by placing greater emphasis on the areas of Child Development and Family Living/Parenthood Education and less emphasis on the traditional areas of Foods & Nutrition and Clothing & Textiles. Therefore, skills identified by 1978 and 1979 graduates for addition to the curriculum are receiving increased attention. However, it is recognized that although an increased emphasis on necessary skills for dealing with conditions such as divorce, pregnancy, abortion, single living, and crisis and stress, is currently taking place, the skills should be taught in such a way that students recognize them as belonging to the broader skill areas as listed in the curriculum (e.g., assuming responsibility for parenthood, assuming responsibility for marriage). The sensitive nature of educating students in these skills is also recognized. Careful training of educators is required in order to deal with these topics effectively and adequately.

Recommendations

(1) Continue to recognize and attend to students' interests in the areas of Child Development and Family Living/Parenthood Education in light of the relevance of these curriculum areas in modern society.

(2) Continue to provide staff development opportunities in Family Living/Parenthood Education, such as summer workshops, to ensure that educators are adequately prepared to effectively teach the skills in this area such as family planning, pregnancy, abortion, etc.

(3) Provide students with the context for the skills taught to ensure that they are able to identify these skills as belonging to the broader skill areas.

Effectiveness of the Curriculum

To determine the effectiveness of the curriculum, several dimensions were examined. First, the perceived level of preparedness a respondent felt for specific skills was established. Then this perceived level of preparedness was compared to the amount of participation in each curriculum area in order to determine the respondents perception of how adequately that curriculum was prepared then. This was analyzed at both the curriculum area and the more specific skill levels. Finally, respondents' perceptions of the program adequacy were surveyed.

Interpretations. In general, the results seem to indicate that few changes need to be made to the current curriculum. Changes made to the curriculum since the surveyed group graduated, including mandatory enrollment in a Personal Finance course by tenth-graders, demonstrated competence in a number of minimum basic CHE skills, and new focus away from the traditional areas of food and clothing preparation, are congruent with the directions for change suggested by the survey results.

Although small, the differences in level of preparedness for skills and within curriculum areas for students who did not participate in the curriculum area compared to those who took one or more courses indicate that taking at least one course can be beneficial. In addition, the results would seem to indicate that taking the complete sequence within an area is even more beneficial. As indicated in the previous section, students considered skills in the areas of Child Development and Family Living/Parenthood Education to be of greatest importance. The results for the skills in these curriculum areas indicate that students who enrolled in a number of these courses felt more prepared than those who did not enroll in these courses. It can be suggested that perceived preparedness in an area may be related to the degree of importance with which the skills are perceived. The results indicate that the strongest relationship between perceived preparedness and number of CHE units taken in a curriculum area was strongest for curriculum areas of Child Development and Family Living/Parenthood Education. In addition to being cited as the most important curriculum areas by students, it has also been suggested that the curriculum areas of Child Development and Family Living/Parenthood Education may incorporate more interesting learning activities and laboratory-like experiences than, for example, Housing, Furnishings, and Management, which may be considered a "text-book" course.

Skills for which the least degree of discrepancy between the amount of instruction received and that which should be received were, in general, in the areas of Foods & Nutrition and Clothing & Textiles. These curriculum areas are considered to have been the focus of the curriculum in the past. Skills in the areas of Personal Finance/Consumer Education, for which the greatest degree of discrepancy was noted, have already become the focus of attention in the curriculum and require continued emphasis. The results would also seem to indicate that, rather than merely de-emphasizing instruction in the traditional areas of Foods & Nutrition and Clothing & Textiles, the emphasis should be refocused within these areas to skills other than preparational skills.

Recommendations

(1) Encourage students to enroll in at least one course in each curriculum area in order to expose them to all areas of the CHE program including those areas of current interest as well as those more likely to be of interest during adulthood.

(2) Where possible, encourage students to enroll in the full sequence of courses within the curriculum areas.

(3) Continue to place emphasis in these areas reported to be of greatest importance (Child Development and Family Living/Parenthood Education) and those areas for which the discrepancy between amount of instruction received and the amount which should be received is greatest (Personal Finance/Consumer Education).

(4) Whenever possible, include "laboratory" or simulated real life experiences in order to increase students' interest and learning in the CHE courses. Accordingly, encourage the development and sharing of activities and materials developed in those areas traditionally conceived of as "textbook" courses.

(5) Within the so-called "traditional" curriculum areas of Foods & Nutrition and Clothing & Textiles, place less emphasis on food preparation and clothing construction. Increase emphasis on the other skills in these areas such as choosing and shopping for food and clothing.

(6) Provide staff development workshops and activities to ensure that educators are adequately prepared to teach and constantly updated in order to teach those skills designated for increased emphasis (e.g., Child Development, Family Living/Parenthood Education, and Personal Finance/Consumer Education).

Perception of Need for Additional Information

In order to describe the respondent's perception of need for additional information, three dimensions of this area were examined. The first dimension surveyed the perceived extent of additional information needed, the second examined reasons respondents felt they needed additional information, and the third assessed the methods respondents used to update their skills.

Interpretations: Extent of additional information needed. In general, the results regarding the amount of additional information needed met expectations and was considered satisfactory. These results are not surprising in light of the fast-paced changes of modern society; in order to keep up with these changes, constant updating is needed. In addition, because all individuals surveyed participated in at least one CHE course, the results are encouraging; in general, individuals felt at least somewhat prepared (i.e., they indicated they needed only "some" additional information). One would also expect individuals to require some additional information because they may not become fully aware of the types of information they will need until they have graduated from high school and the areas dealt with in the CHE courses become of practical and pressing concern.

The results were consistent with the results previously presented; respondents indicated they would need the most information to feel adequately prepared in the curriculum areas of Child Development, Personal Finance/Consumer Education, and Family Living/Parenthood Education. As indicated earlier, the curriculum is currently being refocused to target these areas.

The results also confirm expectations that males do have needs for CHE information as they are faced with the problems encountered in their day-to-day responsibilities and roles. However, males may be less aware of the relevance of the CHE program to adulthood while in high school and may not be taking full advantage of the program.

Results: Reasons for needing additional information. Respondents were asked to identify the reasons why they felt they needed additional information. The primary reason given for needing additional information was to adjust to inflation. The reasons given can be ordered as follows:

- -- to adjust to inflation (52.6%),
- -- to keep up with technological advances (50.7%),
- -- to contend with multiple roles (40.4%),
- -- to adjust to the energy shortage (33.6%),
- -- to cope with daily responsibilities (33.1%),
- -- additional interest generated by the high school experience (25.8%), and
- -- my high school experience was inadequate (19.3%).

Only 3% of the respondents submitted additional reasons.

Interpretations: Reasons for needing additional information. The hierarchy of reasons indicated by respondents for needing additional information appears to be consistent with current trends and problems faced by homemakers. That 20% of the respondents indicated that their high school experience was inadequate is not surprising, especially in light of the focus of the CHE program during respondents' high school experience on Foods & Nutrition and Clothing & Textiles.

Interpretations: Methods used to update skills. The methods most frequently employed by individuals to update their CHE skills were consistent with expectations based on results from studies such as those done by cooperative extension services. These methods are probably the most accessible.

Recommendations

(1) Provide students with the knowledge of where and how to obtain CHE information so that they can adequately update themselves regarding important CHE skills and issues after leaving high school. Whenever possible, include a section within each curriculum area regarding "How to obtain additional Consumer and Homemaking Education Information."

(2) Encourage the inclusion in the curriculum of a year long comprehensive survival course which would provide students with a relevant base of information in all areas of Consumer and Homemaking education.

(3) Continue efforts to encourage males to enroll in the CHE program by informing them regarding the broad range of content and skills, as well as the relevance of those skills which comprise the CHE curriculum.

(4) In addition, male awareness of and exposure to the CHE program can be increased by allowing teachers of non-traditional CHE courses to team teach with teachers of other disciplines (e.g., the social sciences).

(5) Continue current efforts to eliminate sex-role stereotyping in classroom instruction, material, and activities.

(6) Recognize the reasons most cited by respondents for needing additional information and, where possible, relate instruction in CHE skills to these issues.

(continued)

(7) In light of the results regarding the methods used by individuals to update their skills, the following recommendations are proposed:

(a) ensure that students are aware of the available, pertinent reading information (e.g., Consumer Reports, Parents Magazine, etc.) as resources for updating their skills and providing baseline information for decision making in CHE.
(b) provide take-home reference material and handouts to currently enrolled high school students.
(c) provide and disseminate additional publications at the state level regarding contemporary CHE issues and available resources and programs.
(d) disseminate information to increase the awareness of currently enrolled and former students regarding the post-secondary educational programs which are available.
(e) offer summer courses in the CHE department.
(f) offer more short-term post secondary courses.
(g) continue efforts to experiment with alternative methods for disseminating CHE information such as taping courses for evening cable television viewing. A valuable resource for information appears to exist in the "friends-relatives" category. Creative techniques for utilizing this resource, such as incorporating home-visits and parent guest speakers, are encouraged.

APPENDIX A

Survey of Consumer and Homemaking Education Programs in Georgia's Comprehensive High Schools

GOALS AND OBJECTIVES

1. Determine the effectiveness of the consumer and homemaking education programs in the comprehensive high schools for providing essential consumer and homemaking skills.

2. Determine those consumer and homemaking skills which students who were previously enrolled in the program and active homemakers believe should be added to, emphasized in, or deleted from the curriculum.

Objectives	Question Type*
Demographic Information	
1. Identify course completers according to respondent groups, e.g., a) amount of consumer and homemaking education b) sex c) age d) marital status e) number of children f) employment status (include designation for student and for homemaker) g) rural, urban designation h) membership in FHA i) residence (alone, with roommates, spouse, parents)	M/DA
Scope of Curriculum	
2. Determine student experience in each of the six curriculum areas.	M
3. Determine from a list of pre-prepared duties/skills, duties and skills which are essential to homemaking and consumer behavior.	D/O
Effectiveness of Curriculum Instruction	
4. Determine the adequacy of the consumer and homemaking education curriculum in preparing graduates to perform essential duties.	R
5. Identify the facet of their consumer and homemaking education (by curriculum area) which graduates perceive to have been most and least adequate.	O/DA
Revising Consumer and Homemaking Education Curriculum	
6. Identify essential skills/topics which should be added to the curriculum.	D/O

*Question Type: D=dichotomous response (e.g. yes/no), M=multiple-choice, O=open-ended response, R=rating scale, DA=information will be obtained through data analysis

Objectives	Question Type*
7. Identify skills/topics which should be deleted from the curriculum.	D
8. Determine the extent to which training in particular skills/topics should be emphasized or de-emphasized.	R
9. Determine in which curriculum areas there is the greatest need for improvement (for all graduates and by respondent groups as defined in Objective 1).	DA
Need to Update Skills	
10. Determine the extent of additional training which is felt to be needed to update homemaking and consumer skills.	R
11. Determine the reasons for needing additional training in homemaking skills, e.g., a) inadequacy of high school experience b) additional interest generated by high school experience c) new technology d) economic pressures e) energy shortage f) multiple roles g) daily responsibilities	M
12. Determine the methods by which homemakers are updating their skills (e.g., not at all, journals, magazines, books, adult education or evening courses, radio, television).	M
13. Determine the skill areas in which graduates perceive the greatest need for skill improvement and updating.	DA
14. Determine whether the perceptions of skill areas in need of improvement or updating are similar or different for respondent groups as defined in Objective 1.	DA

APPENDIX B

Copies of the Total Group, Mail and Telephone Follow-up Surveys with Corresponding Percentages of Respondents Selecting Each Response For:

(1) Total Group Respondents

(2) Mail Respondents Only

(3) Telephone Respondents Only

Georgia State Department of Education

GEORGIA SURVEY OF CONSUMER AND HOMEMAKING EDUCATION PROGRAMS

FORMER STUDENT TOTAL GROUP SURVEY

A Questionnaire for Former Home Economics Students

This survey seeks your opinion of and asks about your experiences with consumer and homemaking (home economics) education in high school programs.

Directions: For each of the following questions please circle the response you choose as your answer. Unless otherwise indicated, choose only ONE response for each numbered question. For example, if the following question were asked, your response might look like this:

In what state do you currently live?

1. South Carolina
2. Georgia
3. Florida
4. Other

Throughout this survey, please feel free to make additional comments in the margins. Answer as many of these questions as you can.

Please answer the following questions about yourself.

1. What is your sex?

10.6	1.	Male
89.3	2.	Female

2. How old are you?

.3	1.	18 years
1.1	2.	19 years
27.8	3.	20 years
44.5	4.	21 years
23.2	5.	22 years
2.8	6.	23 or older

3. What is your current marital status?

61.0	1.	single
36.1	2.	married
2.8	3.	divorced or separated
0	4.	widowed

4. How many children do you have?

69.4	1.	no children
22.2	2.	one child
6.5	3.	two children
1.1	4.	three children
.2	5.	four children
0	6.	five children
.2	7.	more than five children

5. What is your current employment status? (Circle all that apply.)

46.0	1.	Employed full-time (30 or more hours per week)
14.0	2.	Employed part-time (less than 30 hours per week)
20.5	3.	Unemployed; seeking work
11.3	4.	Unemployed; not seeking work
12.3	5.	Full-time homemaker
6.4	6.	Part-time homemaker

6. What is your current student status?

22.9	1.	Full-time student
6.2	2.	Part-time student
70.8	3.	I am not a student.

*NOTE:

In many cases for individual questions, the percentage of individuals responding to each category does not total 100% due to non-responses by some individuals to the question.

7. With whom do you live?

42.5 1. parents
17.6 2. spouse and children
16.8 3. spouse only
2.3 4. children only
3.9 5. other relatives
9.0 6. roommate(s)
4.5 7. I live alone.
2.3 8. other

8. During high school, were you a member of any of the following homemaker clubs?

42.6 1. Future Homemakers of America (FHA)
1.9 2. other club (please specify) _____
53.3 3. I was not a member of any homemaker clubs.
1.6 1. and 2.

Please answer the following questions about your home economics courses in grades 9-12.

The names of several home economics units (curriculum areas) are listed below. Next to each unit name, circle the number of courses you took within that unit. For example, if you took two courses in Child Development, you would circle the number "2" following the title for that unit. Circle "0" for any unit that you did not take. (These titles refer to curriculum areas and are NOT specific course titles. We recognize that the courses you took may have been named somewhat differently.)

	0	1	2	3	4	5	6
9. Comprehensive Homemaking	55.5	23.8	11.4	8.7	.5		
10. Family Living	42.6	41.7	11.2	4.4			
11. Parenthood Education	63.1	27.8	5.8	3.0	.2		
12. Child Development	44.6	36.2	13.2	5.8			
13. Foods and Nutrition	21.2	38.6	21.9	17.9	.3		
14. Clothing and Textiles	31.3	38.6	16.6	12.8	.5		.2
15. Housing, Furnishings, and Management	57.9	30.3	8.2	3.3			
16. Personal Finance	67.5	24.7	5.4	2.0			
17. Consumer Education	68.6	24.9	4.0	2.2			
18. Other (please specify) _____	89.9	8.1	1.2	.5		.2	

19. What was the type of course scheduling system used in your high school?

68.7 1. quarter system
24.4 2. semester system
5.9 3. other (please specify) _____

Skill	A How important do you think it is for you to know how to perform the skill? *Numbers reflect percentage of corresponding individuals.* 1 = Very important 2 = Somewhat important 3 = Not important 4 = I don't know.				B How prepared do you think you are to perform the skill? 1 = Very prepared 2 = Somewhat prepared 3 = A little prepared 4 = Not prepared 5 = I don't know.				
	1	2	3	4	1	2	3	4	5
20. Provide for personal development	75.3	16.2	.9	3.0	38.3	42.8	9.2	1.4	3.0
21. Establish satisfying relationships	74.5	17.4	1.2	2.3	39.5	42.8	8.1	1.9	1.6
22. Assume responsibility for coping with family problems	84.1	9.0	.6	2.0	38.6	38.6	12.0	2.5	1.7
23. Assume responsibility for marriage	83.2	8.4	1.4	2.5	38.7	31.7	11.2	8.4	3.3
24. Assume responsibility for parenthood	86.2	5.8	1.1	2.0	35.0	29.1	13.8	12.0	3.3
25. Combine careers (homemaker, wage-earner, etc.)	61.9	27.4	2.8	2.2	35.0	36.7	11.7	4.4	5.0
26. Prepare for child birth	77.4	13.4	1.9	2.2	31.7	27.1	15.1	16.6	3.0
27. Care for infants	84.1	7.3	.8	1.9	40.0	29.5	12.9	8.7	1.4
28. Care for children	83.4	7.9	.9	1.9	42.8	29.2	12.1	6.8	1.6
29. Choose nutritious food	73.6	19.9	.9	.9	38.4	40.7	11.5	2.2	1.1
30. Shop for food	66.3	26.0	1.9	.9	47.3	33.9	10.0	1.6	.9
31. Store food	57.4	31.3	4.4	1.6	36.7	34.4	15.2	5.6	1.6
32. Plan, prepare, and serve meals	63.8	27.7	2.5	1.2	40.6	36.7	11.7	3.1	1.1
33. Select clothing for self and family	61.9	29.1	3.4	.9	58.3	27.2	7.0	.9	.5
34. Purchase clothing	61.6	29.4	2.6	1.1	55.8	28.1	7.0	1.2	.5
35. Care for textile products	51.6	33.9	5.1	3.3	35.6	36.5	13.4	5.0	2.3
36. Select housing	75.0	15.7	1.4	2.3	28.6	35.9	18.2	8.9	1.7
37. Create a desirable living environment	74.0	17.0	1.1	1.9	43.1	36.5	8.7	3.4	1.1
38. Maintain and care for housing	76.2	16.0	.9	1.1	52.9	28.6	8.2	2.0	.9
39. Make financial decisions	87.9	5.0	.6	1.2	37.3	39.7	12.1	3.3	.8
40. Develop and utilize a money plan	81.0	10.7	1.1	1.4	33.4	40.4	13.8	4.7	.8
41. Use credit	64.1	21.9	5.0	2.8	32.7	37.5	14.0	6.7	1.9
42. Provide for security and protection through insurance, health plans, etc.	79.5	11.7	1.4	1.2	34.2	34.5	16.2	7.0	.9
43. Purchase goods and services	59.7	28.8	3.0	2.3	32.3	39.5	14.3	4.0	2.2
44. Exercise consumer rights	60.0	26.6	3.6	3.7	24.4	34.2	19.3	9.0	5.9

C How much instruction DID you receive in your grades 9-12 home economics courses to prepare you to perform this skill? 1 = A great deal 2 = Some 3 = Very little 4 = None 5 = I don't know.					D How much instruction SHOULD the skill receive in grades 9-12 home economics courses to prepare a person to perform the skill? 1 = A great deal 2 = Some 3 = Very little 4 = None 5 = I don't know.					E How much ADDITIONAL INFORMATION do you think you would need to be adequately prepared to perform the skill? 1 = A great deal 2 = Some 3 = Very little 4 = None 5 = I don't know.				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
27.1	43.2	15.6	5.6	2.0	65.3	23.3	2.8	.2	2.0	14.9	42.6	21.2	11.0	3.6
19.1	37.2	23.6	11.4	1.9	58.6	27.5	4.7	1.1	1.4	17.1	39.5	20.4	13.1	3.4
19.3	35.9	23.5	12.8	1.6	66.1	21.3	3.6	.8	.9	22.2	35.3	21.2	11.5	2.6
21.9	36.7	18.0	14.6	1.4	67.5	20.8	2.8	.5	1.4	23.5	34.8	18.5	13.4	2.8
26.6	35.3	17.4	12.6	1.1	72.0	16.6	2.0	.9	1.4	25.8	38.3	16.6	9.6	2.8
18.0	37.2	19.3	14.3	2.5	56.8	28.6	3.7	.9	2.0	19.9	35.8	20.2	12.1	3.9
23.3	27.1	21.5	19.3	1.7	65.2	22.9	2.6	.9	1.2	33.7	29.4	15.2	12.3	1.7
26.0	28.1	19.1	17.0	1.7	68.9	18.7	2.8	.9	1.1	29.4	31.7	17.7	11.5	1.9
27.2	29.1	18.4	15.7	1.6	66.6	21.2	1.9	1.4	1.2	26.7	30.9	19.4	12.9	2.0
51.3	30.0	7.9	3.6	1.1	67.7	22.2	1.7	.6	1.1	16.8	38.7	21.8	14.2	1.7
39.7	32.2	14.6	6.2	.9	58.9	30.3	2.3	.6	.8	13.8	35.6	23.6	18.7	1.2
31.1	30.3	20.1	10.3	1.2	55.1	30.9	4.5	1.1	.9	18.7	34.7	23.5	13.7	1.9
50.1	27.1	9.8	4.7	1.2	62.5	25.8	2.2	.9	1.1	16.6	34.1	23.6	15.7	1.9
24.9	32.0	19.8	15.4	1.1	43.2	40.9	6.4	1.4	1.2	12.1	31.1	27.1	21.2	1.6
23.6	28.9	21.2	18.4	1.2	42.9	40.4	6.7	1.7	.8	11.0	31.1	26.1	22.7	1.7
20.1	31.1	19.6	18.8	3.1	43.4	38.3	6.2	1.6	3.0	16.5	34.5	23.0	14.6	3.7
14.5	25.5	20.4	30.2	1.7	52.4	32.8	4.5	.9	1.9	29.5	34.5	16.0	9.6	2.5
19.6	31.6	19.6	19.4	1.7	54.3	31.6	4.2	.6	1.1	18.8	35.0	22.9	13.5	1.6
18.5	30.8	19.4	20.8	2.0	55.5	30.6	4.0	.5	1.2	18.4	32.0	22.4	17.7	1.1
16.2	35.5	20.8	18.4	1.7	74.2	14.9	2.3	.2	.9	27.1	37.3	14.9	12.0	1.1
17.9	35.0	19.6	18.7	1.4	71.1	17.6	2.5	.3	1.1	26.3	35.8	15.7	13.1	1.4
12.0	27.7	22.2	28.0	2.5	62.2	21.5	5.0	1.4	2.0	22.7	35.6	18.4	13.7	1.7
12.8	26.0	21.6	30.3	2.2	65.8	19.9	4.0	.9	1.6	28.0	35.1	16.8	10.6	1.6
12.3	35.3	22.4	19.4	3.1	54.7	28.3	6.2	.8	2.0	20.1	37.8	19.3	12.1	2.8
13.1	27.8	23.2	24.1	4.7	55.4	27.4	6.2	.6	2.6	26.7	35.5	15.9	9.6	4.0

45. Please list below any consumer or homemaking skills that were not listed on page 4 which you think are important.

_____

_____

_____

If you feel that you need additional information in home economics, why do you feel you need information? (Circle each number from 46 to 54 which applies to you.)

27.1 46. I do not feel the need for additional information.

25.8 47. Additional interest was generated by my high school home economics experience.

19.3 48. My high school home economics experience was inadequate.

50.7 49. I need additional information to keep up with technological advances (such as metrics or microwave cooking).

33.6 50. I need additional information to adjust to the energy shortage.

52.6 51. I need additional information to adjust to inflation.

40.4 52. I need additional information in order to combine roles of homemaking and wage-earning (multiple roles).

33.1 53. I need additional information in order to cope with my daily responsibilities.

3.0 54. Other (please specify) _____

_____

If you obtained additional information in home economics since leaving high school, was it by: (Circle each number from 55 to 66 which applies to you.)

76.4 55. reading magazine articles.

45.9 56. reading books.

26.0 57. listening to radio programs.

60.0 58. watching television programs.

7.5 59. enrolling in post-secondary adult education programs.

20.5 60. enrolling in a college course.

4.4 61. participating in summer courses.

13.2 62. attending short courses or demonstrations (such as those prepared by manufacturers of microwave ovens or the gas company).

5.9 63. participating in cooperative extension services.

63.1 64. getting consumer and homemaking advice from relatives or friends.

3.6 65. other (please specify) _____

_____

7.3 66. I did not obtain additional information.

67. Please list any skills or topics WHICH WERE NOT TAUGHT in the home economics courses that you took which you think SHOULD BE TAUGHT.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Georgia State Department of Education

GEORGIA SURVEY OF CONSUMER AND HOMEMAKING EDUCATION PROGRAMS

FORMER STUDENT MAIL SURVEY

A Questionnaire for Former Home Economics Students

This survey seeks your opinion of and asks about your experiences with consumer and homemaking (home economics) education in high school programs.

Directions: For each of the following questions please circle the response you choose as your answer. Unless otherwise indicated, choose only ONE response for each numbered question. For example, if the following question were asked, your response might look like this:

In what state do you currently live?

1. South Carolina
2. Georgia
3. Florida
4. Other

Throughout this survey, please feel free to make additional comments in the margins. Answer as many of these questions as you can.

Please answer the following questions about yourself.

1. What is your sex?

9.2	1.	Male
90.6	2.	Female

2. How old are you?

.4	1.	18 years
1.1	2.	19 years
27.7	3.	20 years
46.0	4.	21 years
22.2	5.	22 years
2.2	6.	23 or older

3. What is your current marital status?

60.3	1.	single
36.2	2.	married
3.3	3.	divorced or separated
0	4.	widowed

4. How many children do you have?

68.2	1.	no children
23.3	2.	one child
6.7	3.	two children
1.1	4.	three children
.2	5.	four children
0	6.	five children
.2	7.	more than five children

5. What is your current employment status? (Circle all that apply.)

45.8	1.	Employed full-time (30 or more hours per week)
13.3	2.	Employed part-time (less than 30 hours per week)
21.4	3.	Unemployed; seeking work
10.5	4.	Unemployed; not seeking work
12.9	5.	Full-time homemaker
5.9	6.	Part-time homemaker

6. What is your current student status?

21.8	1.	Full-time student
6.1	2.	Part-time student
71.9	3.	I am not a student.

7. With whom do you live?

41.8	1.	parents
18.5	2.	spouse and children
16.1	3.	spouse only
2.4	4.	children only
4.3	5.	other relatives
9.6	6.	roommate(s)
4.3	7.	I live alone.
2.0	8.	other

8. During high school, were you a member of any of the following homemaker clubs?

42.1	1.	Future Homemakers of America (FHA)
2.0	2.	other club (please specify) _____
53.4	3.	I was not a member of any homemaker clubs.

Please answer the following questions about your home economics courses in grades 9-12.

The names of several home economics units (curriculum areas) are listed below. Next to each unit name, circle the number of courses you took within that unit. For example, if you took two courses in Child Development, you would circle the number "2" following the title for that unit. Circle "0" for any unit that you did not take. (These titles refer to curriculum areas and are NOT specific course titles. We recognize that the courses you took may have been named somewhat differently.)

9. Comprehensive Homemaking	56.9	22.2	11.1	9.4
10. Family Living	41.4	41.8	12.0	4.6
11. Parenthood Education	61.7	28.8	5.9	3.3
12. Child Development	42.9	36.0	14.4	6.5
13. Foods and Nutrition	20.5	36.4	23.3	19.2
14. Clothing and Textiles	29.9	38.1	17.4	13.7
15. Housing, Furnishings, and Management	56.7	30.5	9.1	3.3
16. Personal Finance	66.2	25.3	5.9	2.2
17. Consumer Education	67.1	26.1	4.3	2.2
18. Other (please specify) _____	90.0	7.6	1.5	.6

19. What was the type of course scheduling system used in your high school? *(See Total Group Survey for corresponding percentages)*

1. quarter system
2. semester system
3. other (please specify) _____

Skill	A How important do you think it is for you to know how to perform the skill? *Numbers reflect percentage of corresponding individuals.* 1 = Very important 2 = Somewhat important 3 = Not important 4 = I don't know.				B How prepared do you think you are to perform the skill? 1 = Very prepared 2 = Somewhat prepared 3 = A little prepared 4 = Not prepared 5 = I don't know.				
	1	2	3	4	1	2	3	4	5
20. Provide for personal development	76.0	15.0	1.1	2.8	38.3	41.4	9.2	1.5	3.0
21. Establish satisfying relationships	75.0	16.8	1.1	2.0	39.0	42.0	9.1	1.7	1.3
22. Assume responsibility for coping with family problems	83.7	8.9	.7	2.0	37.3	38.4	12.6	2.6	1.5
23. Assume responsibility for marriage	83.2	7.9	1.5	2.4	39.0	31.1	11.8	7.9	0
24. Assume responsibility for parenthood	85.0	6.3	1.1	2.0	36.4	27.2	14.0	12.0	2.6
25. Combine careers (homemaker, wage-earner, etc.)	63.6	25.5	2.4	0	33.1	36.8	13.3	4.3	4.4
26. Prepare for child birth	76.2	14.0	2.2	2.4	32.7	26.2	14.4	16.6	3.1
27. Care for infants	83.5	7.4	0	0	40.9	28.3	12.4	9.1	1.5
28. Care for children	82.1	8.5	1.1	2.2	43.1	27.7	12.6	7.0	1.5
29. Choose nutritious food	72.6	19.8	1.1	1.1	39.9	38.4	11.6	2.2	.7
30. Shop for food	66.0	25.1	2.2	.9	46.6	33.8	10.0	1.5	.7
31. Store food	57.5	30.5	4.3	1.5	37.2	33.5	15.7	5.2	.9
32. Plan, prepare, and serve meals	64.0	26.4	2.6	1.5	41.4	34.2	12.6	3.1	1.1
33. Select clothing for self and family	60.3	29.9	3.9	1.1	57.1	27.4	7.4	1.1	.6
34. Purchase clothing	60.3	29.9	3.0	1.3	54.9	27.5	7.6	1.5	0
35. Care for textile products	48.6	35.3	5.9	3.7	34.0	35.9	14.4	5.2	2.8
36. Select housing	74.1	16.1	1.5	2.8	30.3	33.3	18.7	9.2	1.7
37. Create a desirable living environment	73.4	17.2	1.3	2.0	43.8	35.3	8.7	3.7	1.1
38. Maintain and care for housing	74.7	17.2	1.1	1.3	54.2	26.8	8.7	2.0	.7
39. Make financial decisions	86.9	5.9	.7	1.5	38.6	38.3	11.8	3.5	.9
40. Develop and utilize a money plan	80.2	11.5	1.3	1.5	34.2	39.6	13.9	4.8	.7
41. Use credit	62.7	22.6	5.5	3.1	33.6	36.2	14.2	6.5	2.0
42. Provide for security and protection through insurance, health plans, etc.	79.5	11.6	1.5	1.3	35.9	32.9	16.3	7.0	.7
43. Purchase goods and services	57.7	30.7	3.3	2.2	31.6	38.4	15.2	4.6	2.4
44. Exercise consumer rights	57.9	28.3	3.7	4.3	25.0	32.5	19.8	9.1	6.5

C How much instruction DID you receive in your grades 9-12 home economics courses to prepare you to perform this skill? 1 = A great deal 2 = Some 3 = Very little 4 = None 5 = I don't know.					D How much instruction SHOULD the skill receive in grades 9-12 home economics courses to prepare a person to perform the skill? 1 = A great deal 2 = Some 3 = Very little 4 = None 5 = I don't know.					E How much ADDITIONAL INFORMATION do you think you would need to be adequately prepared to perform the skill? 1 = A great deal 2 = Some 3 = Very little 4 = None 5 = I don't know.				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
27.7	42.1	15.0	5.7	2.2	64.0	23.8	3.1	.2	1.8	13.7	42.1	21.6	12.0	3.1
18.9	36.0	23.5	12.0	2.0	57.7	27.4	5.2	.9	1.5	16.1	38.8	20.5	14.0	3.3
18.3	35.5	24.0	12.9	1.7	64.1	22.0	4.1	.7	.9	21.4	34.4	21.6	12.2	2.4
22.0	36.4	17.0	14.8	1.7	66.2	21.6	2.6	.4	1.5	21.8	34.6	18.7	14.6	0
25.9	35.1	17.2	12.8	1.3	70.8	16.8	2.2	.9	1.5	22.7	39.4	17.0	10.5	2.8
17.7	36.4	18.7	15.2	2.4	56.6	27.9	3.5	1.1	2.0	18.9	35.1	20.5	12.8	3.7
25.0	28.1	18.5	19.4	1.5	64.0	23.5	3.0	.9	1.1	31.8	29.9	15.0	13.3	1.8
27.9	27.7	17.0	17.2	1.5	67.8	18.7	3.3	1.1	.9	27.4	32.2	17.9	12.2	2.0
28.3	28.3	17.2	16.1	1.3	65.6	21.2	2.2	1.7	1.1	25.5	30.9	19.0	13.9	2.2
50.8	29.9	7.6	3.5	1.1	65.6	23.5	1.5	.7	.9	16.3	38.8	21.6	13.9	1.5
40.1	32.3	12.9	6.3	.9	57.5	30.9	2.0	.7	.8	13.3	36.2	23.1	18.1	1.1
31.6	30.3	18.3	10.5	1.1	52.9	32.0	4.3	1.3	.9	18.7	34.9	22.4	13.5	1.7
49.5	26.8	9.2	5.0	1.3	60.8	26.4	1.8	1.1	1.1	16.1	34.4	22.7	15.5	1.8
24.4	32.9	18.5	15.5	1.3	42.7	40.5	6.5	1.7	1.3	12.8	31.1	25.0	21.8	1.8
23.8	29.0	19.8	18.7	1.5	42.7	39.2	7.0	2.0	.9	11.8	30.9	24.0	23.3	2.0
19.4	31.2	18.5	19.2	3.7	41.8	37.9	6.7	1.8	3.5	16.6	33.6	22.0	15.2	4.3
15.5	24.0	20.3	30.1	1.8	51.6	33.3	4.3	1.1	2.0	27.7	36.0	15.9	9.4	2.8
20.3	31.4	19.0	18.9	1.8	53.6	31.6	4.1	.7	1.3	17.2	35.7	22.6	14.0	1.8
19.8	30.1	19.0	20.0	2.2	54.5	31.1	3.9	.5	1.5	16.5	32.2	22.6	18.7	1.3
17.4	35.5	20.1	17.7	1.7	73.2	15.5	2.4	.2	1.1	26.4	37.7	14.8	12.0	1.3
18.7	36.0	18.1	18.3	1.3	70.4	17.9	2.4	.4	1.3	25.7	36.2	15.5	12.9	1.7
12.0	28.5	20.5	28.7	2.6	61.0	21.8	5.2	1.5	2.4	21.4	37.2	17.7	13.5	2.0
12.8	27.0	19.8	31.1	2.2	64.7	20.1	4.4	.9	1.8	26.8	36.2	16.6	10.4	1.8
12.4	35.9	21.1	20.0	3.1	52.1	29.8	6.8	.7	2.4	18.5	38.6	20.0	11.6	3.1
13.7	28.5	21.6	24.0	5.0	52.9	28.5	7.0	.6	3.1	25.1	36.2	16.3	9.2	4.6

45. Please list below any consumer or homemaking skills that were not listed on page 4 which you think are important.

_____

_____

_____

If you feel that you need additional information in home economics, why do you feel you need information? (Circle each number from 46 to 54 which applies to you.)

22.7 46. I do not feel the need for additional information.

25.7 47. Additional interest was generated by my high school home economics experience.

18.1 48. My high school home economics experience was inadequate.

51.4 49. I need additional information to keep up with technological advances (such as metrics or microwave cooking).

31.8 50. I need additional information to adjust to the energy shortage.

54.2 51. I need additional information to adjust to inflation.

41.8 52. I need additional information in order to combine roles of homemaking and wage-earning (multiple roles).

34.2 53. I need additional information in order to cope with my daily responsibilities.

3.5 54. Other (please specify) _____

_____

If you obtained additional information in home economics since leaving high school, was it by: (Circle each number from 55 to 66 which applies to you.)

76.9 55. reading magazine articles.

43.8 56. reading books.

23.5 57. listening to radio programs.

58.0 58. watching television programs.

6.1 59. enrolling in post-secondary adult education programs.

18.5 60. enrolling in a college course.

3.9 61. participating in summer courses.

11.8 62. attending short courses or demonstrations (such as those prepared by manufacturers of microwave ovens or the gas company).

5.4 63. participating in cooperative extension services.

60.4 64. getting consumer and homemaking advice from relatives or friends.

4.3 65. other (please specify) _____

_____

7.0 66. I did not obtain additional information.

67. Please list any skills or topics WHICH WERE NOT TAUGHT in the home economics courses that you took which you think SHOULD BE TAUGHT.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

GEORGIA SURVEY OF CONSUMER AND HOMEMAKING EDUCATION

Former Student Telephone Survey

Good (morning/afternoon/evening), I'd like to speak with _____.
Hello, my name is_____. I'm calling from National Evaluation Systems, Inc., here in Amherst, Massachusetts, on behalf of the Georgia State Department of Education. *(If asked, NES is an educational research company.)*

We are currently conducting a survey throughout Georgia to find out what the attitudes toward and experiences with home economics education are in your state. We sent you a questionnaire about your high school education in home economics, but have not yet received your questionnaire. Would you mind if I asked you those questions now? (Pause.) You might like to read along with me if you still have a copy of the questionnaire.

First I'd like to ask you some questions about yourself and your background. Then, I will ask you questions about your home economics education.

1. What is your sex? *(Ask only if you are unsure.)*

17.6	1. Male
82.4	2. Female

2. How old are you? *(Let the respondent tell you his/her age and then circle the number 1-6 for the correct age below.)*

0	1. 18 years
1.0	2. 19 years
28.4	3. 20 years
36.3	4. 21 years
28.4	5. 22 years
5.9	6. 23 or older

3. What is your current marital status?

64.7	1. single
35.3	2. married
	3. divorced or separated
	4. widowed

*NOTE:

In many cases for individual questions, the percentage of individuals responding to each category does not total 100% due to non-responses by some individuals to the question.

4. How many children do you have? *(Let the respondent tell you the number of children, and then circle the number 1-7 for the number of children.)*

77.0	1. no children
17.0	2. one child
6.0	3. two children
0	4. three children
0	5. four children
0	6. five children
0	7. more than five children

5. What is your current employment status? Please tell me all categories that apply.

47.1	1. Employed full-time (30 or more hours per week)
17.5	2. Employed part-time (less than 30 hours per week)
15.7	3. Unemployed; seeking work
15.7	4. Unemployed; not seeking work
8.8	5. Full-time homemaker
8.8	6. Part-time homemaker

6. What is your current student status?

28.4	1. Full-time student
6.9	2. Part-time student
64.7	3. I am not a student.

7. With whom do you live?

46.5	1. parents
12.9	2. spouse and children
20.8	3. spouse only
2.0	4. children only
2.0	5. other relatives
5.9	6. roommate(s)
5.9	7. I live alone.
4.0	8. other

8. During high school, were you a member of any of the following homemaker clubs?

45.1	1. Future Homemakers of America (FHA)
1.0	2. other club (please specify) _____
52.9	3. I was not a member of any homemaker clubs.

I am going to list the names of several home economics units or curriculum areas. For each unit, please tell me the number of courses you took. For example, if you took two courses in Child Development, you would answer "2" following that title. These titles refer to curriculum areas and are NOT specific course titles. The courses you took may have been named somewhat differently. *(Circle "0" for any course a respondent did not take.) All numbers reflect the percentage of corresponding individuals.*

	0	1	2	3	4	5	6
9. Comprehensive Homemaking	48.09	32.4	12.7	4.9			
10. Family Living	49.0	41.2	6.9	2.9			
11. Parenthood Education	44.1	25.5	21.6	2.9	4.9	0	1.0
12. Child Development	53.9	37.3	6.9	2.0			
13. Foods and Nutrition	24.5	50.0	14.7	10.8			
14. Clothing and Textiles	38.2	41.2	12.7	7.8			
15. Housing, Furnishings, and Management	63.7	29.4	3.9	2.9			
16. Personal Finance	74.5	21.6	2.9	1.0			
17. Consumer Education	76.5	18.6	2.9	2.0			
18. Other (please specify) _____	89.2	10.8					

19. What was the type of course scheduling system used in your high school? *(See Total Group Survey for corresponding percentages)*

1. quarter system
2. semester system
3. other (please specify) _____

I am going to read you six lists of skills. I would like you to answer some questions about those skills. *(It is not necessary to read the section titles to the respondent.)*

SECTION 1: FAMILY LIVING/PARENTHOOD EDUCATION

INSTRUCTIONS: Ask ALL respondents all Questions "A" through "E" for each skill listed in this section. However, if a respondent who answered "0" to each question 9, 10, and 11 on page 3 indicates that s/he is uncomfortable answering questions pertaining to these skills (because s/he did not take courses in this area) go to Section 2: CHILD DEVELOPMENT after the respondent has answered Question "A" for all skills.	A As I read this list of skills, tell me how important you think it is for you to know how to perform each skill. Please answer Very important; Somewhat important; Not important; or I don't know for each skill. *(Read the list of skills and circle the number corresponding to the respondent's answer.)* 1 = Very important 2 = Somewhat important 3 = Not important 4 = I don't know				B As I reread the list of skills, tell me how prepared you think you are to perform the skill. Please answer Very prepared; Somewhat prepared; A little prepared; Not prepared; or I don't know for each skill. *(Read the list of skills and circle the number corresponding to the respondent's answer.)* 1 = Very prepared 2 = Somewhat prepared 3 = A little prepared 4 = Not prepared 5 = I don't know				
	1	2	3	4	1	2	3	4	5
20. Provide for personal development	71.6	22.5	0	3.9	35.3	50.0	8.8	1.0	2.9
21. Establish satisfying relationships	71.6	20.6	2.0	3.9	42.2	47.1	2.9	2.9	2.9
22. Assume responsibility for coping with family problems	86.3	9.8	2.0	2.0	45.1	39.2	8.8	2.0	2.9
23. Assume responsibility for marriage	83.3	10.8	1.0	2.9	37.3	35.3	7.8	10.8	6.9
24. Assume responsibility for parenthood	92.2	2.9	1.0	2.0	27.5	39.2	12.7	11.8	6.9
25. Combine careers, for example, as a homemaker and wage-earner	52.9	37.3	4.9	2.9	45.1	36.3	2.9	4.9	7.8

C	D	E
How much instruction did you receive to prepare you to perform this skill in your grades 9-12 home economics courses? Please answer A great deal; Some; Very little; None; or I don't know for each skill. *(Read the list of skills and circle the number corresponding to the respondent's answer.)*	How much instruction <u>should</u> the skill receive in grades 9-12 home economics courses to prepare a person to perform the skill? Please answer A great deal; Some; Very little; None; or I don't know for each skill. *(Read the list of skills and circle the number corresponding to the respondent's answer.)*	How much <u>additional information</u> do you think you would need to be adequately prepared to perform the skill? Please answer A great deal; Some; Very little; None; or I don't know for each skill. *(Read the list of skills and circle the number corresponding to the respondent's answer.)*
1 = A great deal 2 = Some 3 = Very little 4 = None 5 = I don't know	1 = A great deal 2 = Some 3 = Very little 4 = None 5 = I don't know	1 = A great deal 2 = Some 3 = Very little 4 = None 5 = I don't know

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
23.5	49.0	18.6	4.9	1.0	72.5	20.6	1.0	2.9	2.9	21.6	45.1	18.6	5.9	5.9
20.6	43.1	24.5	7.8	1.0	63.7	28.4	2.0	2.0	1.0	22.5	43.1	19.6	7.8	3.9
24.5	38.2	20.6	11.8	1.0	76.5	17.6	1.0	1.0	1.0	26.5	40.2	18.6	7.8	3.9
21.6	38.2	23.5	13.7		74.5	16.7	3.9	1.0	1.0	32.4	36.3	17.6	6.9	3.9
30.4	36.3	18.6	11.8		78.4	15.7	1.0	1.0	1.0	42.2	32.4	14.7	4.9	2.9
19.6	41.2	22.5	9.8	2.9	57.8	32.4	4.9	0	2.0	25.5	39.2	18.6	8.8	4.9

SECTION 2: CHILD DEVELOPMENT

INSTRUCTIONS: Ask ALL respondents all Questions "A" through "E" for each skill listed in this section. However, if a respondent who answered "0" to questions 9 and 12 on page 3 indicates that s/he is uncomfortable answering questions pertaining to these skills (because s/he did not take courses in this area), go to Section 3: FOODS AND NUTRITION after the respondent has answered Question "A" for all skills.

A

As I read this list of skills, tell me how important you think it is for you to know how to perform each skill. Please answer Very important; Somewhat important; Not important; or I don't know for each skill.

(Read the list of skills and circle the number corresponding to the respondent's answer.)

1 = Very important
2 = Somewhat important
3 = Not important
4 = I don't know

B

As I reread the list of skills, tell me how prepared you think you are to perform the skill. Please answer Very prepared; Somewhat prepared; A little prepared; Not prepared; or I don't know for each skill.

(Read the list of skills and circle the number corresponding to the respondent's answer.)

1 = Very prepared
2 = Somewhat prepared
3 = A little prepared
4 = Not prepared
5 = I don't know

	A				B				
	1	2	3	4	1	2	3	4	5
26. Prepare for child birth	84.3	9.8	0	1.0	26.5	31.4	18.6	16.7	2.0
27. Care for infants	87.3	6.9	0	1.0	35.3	36.3	15.7	6.9	1.0
28. Care for children	90.2	4.9	0	0	41.2	37.3	9.8	5.9	2.0

C How much instruction did you receive to prepare you to perform this skill in your grades 9-12 home economics courses? Please answer A great deal; Some; Very little; None; or I don't know for each skill. *(Read the list of skills and circle the number corresponding to the respondent's answer.)* 1 = A great deal 2 = Some 3 = Very little 4 = None 5 = I don't know					D How much instruction <u>should</u> the skill receive in grades 9-12 home economics courses to prepare a person to perform the skill? Please answer A great deal; Some; Very little; None; or I don't know for each skill. *(Read the list of skills and circle the number corresponding to the respondent's answer.)* 1 = A great deal 2 = Some 3 = Very little 4 = None 5 = I don't know					E How much <u>additional information</u> do you think you would need to be adequately prepared to perform the skill? Please answer A great deal; Some; Very little; None; or I don't know for each skill. *(Read the list of skills and circle the number corresponding to the respondent's answer.)* 1 = A great deal 2 = Some 3 = Very little 4 = None 5 = I don't know				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
19.7	21.6	37.3	18.6	2.9	71.6	19.6	1.0	1.0	2.0	44.1	26.5	16.7	6.9	1.0
15.7	30.4	30.4	15.7	2.9	74.5	18.6	0	0	2.0	40.2	29.4	16.7	7.8	1.0
21.6	33.3	24.5	13.7	2.9	71.6	21.6	0	0	2.0	33.3	31.4	21.6	7.8	1.0

SECTION 3: FOODS AND NUTRITION

INSTRUCTIONS: Ask ALL respondents all Questions "A" through "E" for each skill listed in this section. However, if a respondent who answered "0" to questions 9 and 13 on page 3 indicates that s/he is uncomfortable answering questions pertaining to these skills (because s/he did not take courses in this area), go to Section 4: CLOTHING AND TEXTILES after the respondent has answered Question "A" for all skills.	A As I read this list of skills, tell me how important you think it is for you to know how to perform each skill. Please answer Very important; Somewhat important; Not important; or I don't know for each skill. *(Read the list of skills and circle the number corresponding to the respondent's answer.)* 1 = Very important 2 = Somewhat important 3 = Not important 4 = I don't know	B As I reread the list of skills, tell me how prepared you think you are to perform the skill. Please answer Very prepared; Somewhat prepared; A little prepared; Not prepared; or I don't know for each skill. *(Read the list of skills and circle the number corresponding to the respondent's answer.)* 1 = Very prepared 2 = Somewhat prepared 3 = A little prepared 4 = Not prepared 5 = I don't know

	A				B				
	1	2	3	4	1	2	3	4	5
29. Choose nutritious foods	78.4	20.6	0	0	30.4	52.9	10.8	2.0	2.9
30. Shop for food	67.6	30.4	0	1.0	51.0	34.3	9.8	2.0	2.0
31. Store food	56.9	35.3	4.9	2.0	34.3	39.2	12.7	7.8	4.9
32. Plan, prepare, and serve meals	62.7	34.3	2.0	0	36.3	50.0	6.9	2.9	1.0

C How much instruction did you receive to prepare you to perform this skill in your grades 9-12 home economics courses? Please answer A great deal; Some; Very little; None; or I don't know for each skill. *(Read the list of skills and circle the number corresponding to the respondent's answer.)* 1 = A great deal 2 = Some 3 = Very little 4 = None 5 = I don't know					D How much instruction should the skill receive in grades 9-12 home economics courses to prepare a person to perform the skill? Please answer A great deal; Some; Very little; None; or I don't know for each skill. *(Read the list of skills and circle the number corresponding to the respondent's answer.)* 1 = A great deal 2 = Some 3 = Very little 4 = None 5 = I don't know					E How much additional information do you think you would need to be adequately prepared to perform the skill? Please answer A great deal; Some; Very little; None; or I don't know for each skill. *(Read the list of skills and circle the number corresponding to the respondent's answer.)* 1 = A great deal 2 = Some 3 = Very little 4 = None 5 = I don't know				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
53.9	30.4	9.8	3.9	1.0	78.4	15.7	2.9	0	2.0	19.6	38.2	22.5	15.7	2.9
37.3	31.4	23.5	5.9	1.0	66.7	27.5	3.9	0	1.0	16.7	32.4	26.5	21.6	2.0
28.4	30.4	29.4	8.8	2.0	66.7	25.5	5.9	0	1.0	18.6	33.3	29.4	14.7	2.9
52.9	28.4	12.7	2.9	1.0	71.6	22.5	3.9	0	1.0	19.6	32.4	28.4	16.7	2.0

SECTION 4: CLOTHING AND TEXTILES

INSTRUCTIONS: Ask ALL respondents all Questions "A" through "E" for each skill listed in this section. However, if a respondent who answered "0" to questions 9 and 14 on page 3 indicates that s/he is uncomfortable answering questions pertaining to these skills (because s/he did not take courses in this area), go to Section 5: HOUSING, FURNISHINGS, AND MANAGEMENT after the respondent has answered Question "A" for all skills.

A

As I read this list of skills, tell me how important you think it is for you to know how to perform each skill. Please answer Very important; Somewhat important; Not important; or I don't know for each skill.

(Read the list of skills and circle the number corresponding to the respondent's answer.)

1 = Very important
2 = Somewhat important
3 = Not important
4 = I don't know

B

As I reread the list of skills, tell me how prepared you think you are to perform the skill. Please answer Very prepared; Somewhat prepared; A little prepared; Not prepared; or I don't know for each skill.

(Read the list of skills and circle the number corresponding to the respondent's answer.)

1 = Very prepared
2 = Somewhat prepared
3 = A little prepared
4 = Not prepared
5 = I don't know

	A				B				
	1	2	3	4	1	2	3	4	5
33. Select clothing for self and family	70.6	24.5	1.0	0	64.7	26.5	4.9	0	0
34. Purchase clothing	68.6	26.5	1.0	0	60.8	31.4	3.9	0	0
35. Care for textile products	67.6	26.5	1.0	1.0	44.1	40.2	7.8	3.9	0

C How much instruction did you receive to prepare you to perform this skill in your grades 9-12 home economics courses? Please answer A great deal; Some; Very little; None; or I don't know for each skill. *(Read the list of skills and circle the number corresponding to the respondent's answer.)* 1 = A great deal 2 = Some 3 = Very little 4 = None 5 = I don't know					D How much instruction should the skill receive in grades 9-12 home economics courses to prepare a person to perform the skill? Please answer A great deal; Some; Very little; None; or I don't know for each skill. *(Read the list of skills and circle the number corresponding to the respondent's answer.)* 1 = A great deal 2 = Some 3 = Very little 4 = None 5 = I don't know					E How much additional information do you think you would need to be adequately prepared to perform the skill? Please answer A great deal; Some; Very little; None; or I don't know for each skill. *(Read the list of skills and circle the number corresponding to the respondent's answer.)* 1 = A great deal 2 = Some 3 = Very little 4 = None 5 = I don't know				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
27.5	27.5	26.5	14.7	0	46.1	43.1	5.9	0	1.0	8.8	31.4	38.2	17.6	0
22.5	28.4	28.4	16.7	0	44.1	47.1	4.9	0	0	6.9	32.4	37.3	19.6	0
23.5	30.4	25.5	16.7	0	52.0	40.2	3.9	0	0	15.7	39.2	28.4	11.8	1.0

SECTION 5: HOUSING, FURNISHINGS, AND MANAGEMENT

INSTRUCTIONS: Ask ALL respondents all Questions "A" through "E" for each skill listed in this section. However, if a respondent who answered "0" to questions 9 and 15 on page 3 indicates that s/he is uncomfortable answering questions pertaining to these skills (because s/he did not take courses in this area), go to Section 6: PERSONAL FINANCE/CONSUMER EDUCATION after the respondent has answered Question "A" for all skills.

A

As I read this list of skills, tell me how important you think it is for you to know how to perform each skill. Please answer Very important; Somewhat important; Not important; or I don't know for each skill.

(Read the list of skills and circle the number corresponding to the respondent's answer.)

1 = Very important
2 = Somewhat important
3 = Not important
4 = I don't know

B

As I reread the list of skills, tell me how prepared you think you are to perform the skill. Please answer Very prepared; Somewhat prepared; A little prepared; Not prepared; or I don't know for each skill.

(Read the list of skills and circle the number corresponding to the respondent's answer.)

1 = Very prepared
2 = Somewhat prepared
3 = A little prepared
4 = Not prepared
5 = I don't know

	A				B				
	1	2	3	4	1	2	3	4	5
36. Select housing	79.4	13.7	1.0	0	19.6	30.0	15.7	6.9	2.0
37. Create a desirable living environment	77.5	15.7	1.0	0	39.2	43.1	8.8	2.0	1.0
38. Maintain and care for housing	84.3	9.8	0	0	46.1	38.2	5.9	2.0	2.0

C					D					E				
How much instruction did you receive to prepare you to perform this skill in your grades 9-12 home economics courses? Please answer A great deal; Some; Very little; None; or I don't know for each skill. *(Read the list of skills and circle the number corresponding to the respondent's answer.)*					How much instruction should the skill receive in grades 9-12 home economics courses to prepare a person to perform the skill? Please answer A great deal; Some; Very little; None; or I don't know for each skill. *(Read the list of skills and circle the number corresponding to the respondent's answer.)*					How much additional information do you think you would need to be adequately prepared to perform the skill? Please answer A great deal; Some; Very little; None; or I don't know for each skill. *(Read the list of skills and circle the number corresponding to the respondent's answer.)*				
1 = A great deal 2 = Some 3 = Very little 4 = None 5 = I don't know					1 = A great deal 2 = Some 3 = Very little 4 = None 5 = I don't know					1 = A great deal 2 = Some 3 = Very little 4 = None 5 = I don't know				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
8.8	33.3	20.6	30.4	1.0	56.9	30.4	5.9	0	1.0	39.2	26.5	16.7	10.8	1.0
15.7	32.4	22.5	22.5	1.0	57.8	31.4	4.9	0	0	27.5	31.4	24.5	10.8	0
11.8	34.3	21.6	25.5	1.0	60.8	28.4	4.9	0	0	28.4	31.4	21.6	12.7	0

SECTION 6: PERSONAL FINANCE/CONSUMER EDUCATION

INSTRUCTIONS: Ask ALL respondents all Questions "A" through "E" for each skill listed in this section. However, if a respondent who answered "0" to questions 9, 15 and 16 on page 3 indicates that s/he is uncomfortable answering questions pertaining to these skills (because s/he did not take courses in this area), turn the page and continue with question 45 after the respondent has answered Question "A" for all skills.	A As I read this list of skills, tell me how important you think it is for you to know how to perform each skill. Please answer Very important; Somewhat important; Not important; or I don't know for each skill. *(Read the list of skills and circle the number corresponding to the respondent's answer.)* 1 = Very important 2 = Somewhat important 3 = Not important 4 = I don't know	B As I reread the list of skills, tell me how prepared you think you are to perform the skill. Please answer Very prepared; Somewhat prepared; A little prepared; Not prepared; or I don't know for each skill. *(Read the list of skills and circle the number corresponding to the respondent's answer.)* 1 = Very prepared 2 = Somewhat prepared 3 = A little prepared 4 = Not prepared 5 = I don't know

	A				B				
	1	2	3	4	1	2	3	4	5
39. Make financial decisions	93.1	0	0	0	30.4	47.1	13.7	2.0	0
40. Develop and utilize a money plan	85.3	6.9	0	1.0	29.4	45.1	13.7	3.9	1.0
41. Use credit	71.6	18.6	2.0	1.0	27.5	44.1	12.7	7.8	1.0
42. Provide for security and protection through insurance, health plans, etc.	79.4	11.8	1.0	1.0	25.5	43.1	15.7	6.9	2.0
43. Purchase goods and services	70.6	18.6	1.0	2.9	36.3	45.1	9.8	1.0	1.0
44. Exercise consumer rights	71.6	17.6	2.9	1.0	21.6	43.1	16.7	8.8	2.9

C How much instruction did you receive to prepare you to perform this skill in your grades 9-12 home economics courses? Please answer A great deal; Some; Very little; None; or I don't know for each skill. *(Read the list of skills and circle the number corresponding to the respondent's answer.)* 1 = A great deal 2 = Some 3 = Very little 4 = None 5 = I don't know					D How much instruction should the skill receive in grades 9-12 home economics courses to prepare a person to perform the skill? Please answer A great deal; Some; Very little; None; or I don't know for each skill. *(Read the list of skills and circle the number corresponding to the respondent's answer.)* 1 = A great deal 2 = Some 3 = Very little 4 = None 5 = I don't know					E How much additional information do you think you would need to be adequately prepared to perform the skill? Please answer A great deal; Some; Very little; None; or I don't know for each skill. *(Read the list of skills and circle the number corresponding to the respondent's answer.)* 1 = A great deal 2 = Some 3 = Very little 4 = None 5 = I don't know				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
9.8	35.3	24.5	21.6	2.0	79.4	11.8	2.0	0	0	30.4	35.3	15.7	11.8	0
13.7	29.4	27.5	20.6	2.0	74.5	15.7	2.9	0	0	29.4	33.3	16.7	13.7	0
11.8	23.5	31.4	24.5	2.0	68.6	19.6	3.9	1.0	0	29.4	27.5	21.6	14.7	0
12.7	20.6	31.4	26.5	2.0	71.6	18.6	2.0	1.0	0	34.3	29.4	17.6	11.8	0
11.8	32.4	29.4	16.7	2.9	68.6	20.6	2.9	1.0	0	28.4	33.3	15.7	14.7	1.0
9.8	24.5	31.4	24.5	2.9	68.6	21.6	2.0	1.0	0	35.3	31.4	13.7	11.8	1.0

45. Are there any consumer or homemaking skills which I did not list that you think are important? *(List any skills the respondent names.)*

_____

_____

_____

_____

_____

46. Do you feel that you need additional information in home economics?

1.	yes (Proceed to question 47.)	50.0
2.	no (Proceed to question 55.)	47.1

(47-54) I will read a list of reasons why some people say they need more information about home economics. As I read this list, please say "yes" for each reason, if any, which applies to you. *(Circle the number for each reason to which the respondent says "yes".)*

26.5	47.	Additional interest was generated by my high school home economics experience.
25.5	48.	My high school home economics experience was inadequate.
47.1	49.	I need additional information to keep up with technological advances.
43.1	50.	I need additional information to adjust to the energy shortage.
44.1	51.	I need additional information to adjust to inflation.
33.3	52.	I need additional information in order to combine roles of homemaking and wage-earning (in other words, multiple roles).
27.5	53.	I need additional information in order to cope with my daily responsibilities.
0	54.	Other (please specify) _____

_____

(55-66) If you obtained additional information in home economics since leaving high school, was it by: *(Circle the number for each one that applies.)*

73.5 55. reading magazine articles.

56.9 56. reading books.

39.2 57. listening to radio programs.

70.6 58. watching television programs.

14.7 59. enrolling in post-secondary adult education program.

31.4 60. enrolling in a college course.

6.9 61. participating in summer courses.

20.6 62. attending short courses or demonstrations (such as those prepared by manufacturers of microwave ovens or the gas company).

8.8 63. participating in cooperative extension services.

77.5 64. getting consumer and homemaking advice from relatives or friends.

0 65. other (please specify) _____

_____

8.8 66. I did not obtain additional information.

67. Please name any skills or topics which were not taught in the home economics courses that you took which you think should be taught. Please be as specific as possible.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

We are interested in finding ways to improve our future surveys. Did you receive a copy of the survey in the mail? _____

(If "yes" to the preceding question ask:)

Was there any particular reason why you were unable to return the survey?

_____

_____

_____

Do you have any suggestions for future questionnaires? _____

_____

_____

That completes the questions I have to ask you. I would like to thank you for taking time to answer these questions. Your responses will be very helpful to the State Department of Education in making recommendations for improving home economics education. Are there any other comments, concerns, or suggestions you have regarding your home economics education? (*Note all comments on the bottom of this page.*) Is there anything you would like to ask me? *(If s/he asks any specific questions about the home economics program, direct the respondent to Roslyn Peller (404-656-2547) and Francis King (404-656-2545) at the State Department of Education.)* Thank you again. Good (morning/afternoon/evening).

APPENDIX C

Data Collection Correspondence

National Evaluation Systems, Inc.

March 5, 1982

Dear Former Student:

The Georgia Research Coordinating Unit of the Office of Vocational Education is currently conducting a survey to determine the effectiveness of Georgia's high school consumer home economics program in providing instruction of essential consumer and homemaking skills. The results of the survey will be used in our efforts to update the home economics curriculum.

As a former student who has participated in the home economics program, *you are the most valuable source* of information about the adequacy of the home economics program.

The Georgia State Department of Education has contracted National Evaluation Systems, Inc., (NES) of Amherst, Massachusetts to conduct the survey. In a few weeks you will be receiving a cover letter, a survey questionnaire, and a postage-paid return envelope from NES. The questionnaire will ask you a number of questions about the home economics course(s) you took, your impressions of the instruction, suggestions for improving the curriculum, and several other questions. This information will help us to make changes in the program and better serve our students. When you receive the questionnaire, we would greatly appreciate your cooperation in completing it and returning it to NES in the postage-paid envelope provided at your earliest convenience.

To ensure that the questionnaire is mailed to your current address, would you please complete the information on the enclosed postage-paid return postcard and return the postcard at your earliest convenience. If you have any questions about this survey, please do not hesitate to call, collect, Roslyn Peller, Coordinator of Vocational Evaluation at the State Department of Education (404-656-2547) or Sharon Downs, Project Manager at NES (413-256-0444). Thank you in advance for your time and cooperation.

Sincerely,

Roslyn Peller
Coordinator, Vocational Evaluation

Sharon L. Downs
Project Manager, NES

SLD/lac/4676C
C392

Mailing Address:
Post Office Box 226
Amherst, Mass. 01004

30 Gatehouse Road,
Amherst, Mass. 01002
Telephone: (413) 256-0444

1981-82 Georgia Survey of Consumer and Homemaking Education Programs

Advance Notification Postcard

NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATES

BUSINESS REPLY CARD

FIRST CLASS PERMIT NO 181 AMHERST, MA

POSTAGE WILL BE PAID BY ADDRESSEE

National Evaluation Systems, Inc.
30 Gatehouse Road C392.03
Post Office Box 226
Amherst, Massachusetts 01004

Georgia Survey of Consumer and Homemaking Education Programs

Is your address above correct? _____ YES _____ NO
If no, please provide us with your correct address:

_____

_____

_____

If you changed your name since graduation, what is your new name:

_____

National Evaluation Systems, Inc.

March 26, 1982

Dear Former Student:

The Georgia State Department of Education (GSDE) would like to invite you to participate in a study being conducted for the Department by National Evaluation Systems, Inc. (NES) of Amherst, Massachusetts. The purpose of this study is to find out how you and other former students feel about their home economics education. Your answers will help the State Department of Education in making recommendations to improve home economics education in Georgia for you and your family.

Enclosed with this letter is a survey which has been sent to approximately 2,000 other former home economics students throughout the state who were chosen at random. The survey mainly asks how you feel about the home economics education you received. Even if you only took one home economics course, your answers are important because they will be used to represent the feelings of all of the students in Georgia who are similar to you.

We would greatly appreciate your help in conducting this study. It will only take about 15 minutes to complete the survey. Please return it to NES in the postage-paid envelope enclosed. Please return your completed questionnaire by April 16, 1982. All of your answers will be treated confidentially and will be used only in combination with the answers of other former students. The I.D. number printed on the survey will be used for office coding purposes and to break down responses by year of graduation and region of the state.

Also enclosed is an Address Correction Form which lists former students for whom we have not been able to find correct addresses. If you know any of these fellow students' addresses, would you take a second to complete the Address Correction Form and return it to us with your questionnaire?

If you have any questions or comments about the survey, please do not hesitate to contact Sharon Downs at National Evaluation Systems, (413) 256-0444.

Thank you for your help.

Sincerely,

Roslyn Peller
Coordinator, Vocational Education

Sharon L. Downs
Project Manager, NES

SLD:kmc
C392:4577C
Enclosure

Mailing Address:
Post Office Box 226
Amherst, Mass. 01004

30 Gatehouse Road,
Amherst, Mass. 01002
Telephone: (413) 256-0444

April 30, 1982

Dear Former Student:

Because you graduated from a Georgia high school in 1978 or 1979, and have taken home economics courses in high school, you were sent (approximately three weeks ago) a questionnaire about your home economics education. Your comments, as a graduate, are a very important source of information for the Georgia State Department of Education about how it might change the program to best meet the needs of students.

WE CANNOT STRESS ENOUGH HOW IMPORTANT YOUR RESPONSE IS TO US! Perhaps the first questionnaire did not reach you for some reason. Won't you please take a few minutes now to complete and return this questionnaire in the postage-paid return envelope provided?

We would appreciate receiving your completed questionnaire by Friday, May 14. If your questionnaire is already in the mail, thank you!

Your help in this important project is greatly appreciated. If you have any questions, please feel free to call Sharon Downs at National Evaluation Systems, Inc. (413) 256-0444, collect.

Sincerely,

Roslyn Peller
Coordinator, Vocational Education
Georgia State Department of Education

Sharon L. Downs, M.S.
Project Manager
National Evaluation Systems, Inc.

SLD/lac/5179C
C392
Enclosure

Mailing Address:
Post Office Box 226
Amherst, Mass. 01004

NES

30 Gatehouse Road,
Amherst, Mass. 01002
Telephone: (413)256-0444

Georgia State Department of Education

GEORGIA SURVEY OF CONSUMER AND HOMEMAKING EDUCATION PROGRAMS

A Questionnaire for Former Home Economics Students

This survey seeks your opinion of and asks about your experiences with consumer and homemaking (home economics) education in high school programs.

Directions: For each of the following questions please circle the response you choose as your answer. Unless otherwise indicated, choose only ONE response for each numbered question. For example, if the following question were asked, your response might look like this:

In what state do you currently live?

1. South Carolina
2. Georgia
3. Florida
4. Other

Throughout this survey, please feel free to make additional comments in the margins. Answer as many of these questions as you can.

Please answer the following questions about yourself.

1. What is your sex?

   1. Male
   2. Female

2. How old are you?

   1. 18 years
   2. 19 years
   3. 20 years
   4. 21 years
   5. 22 years
   6. 23 or older

3. What is your current marital status?

   1. single
   2. married
   3. divorced or separated
   4. widowed

4. How many children do you have?

   1. no children
   2. one child
   3. two children
   4. three children
   5. four children
   6. five children
   7. more than five children

5. What is your current employment status? (Circle all that apply.)

   1. Employed full-time (30 or more hours per week)
   2. Employed part-time (less than 30 hours per week)
   3. Unemployed; seeking work
   4. Unemployed; not seeking work
   5. Full-time homemaker
   6. Part-time homemaker

6. What is your current student status?

   1. Full-time student
   2. Part-time student
   3. I am not a student.

7. With whom do you live?

   1. parents
   2. spouse and children
   3. spouse only
   4. children only
   5. other relatives
   6. roommate(s)
   7. I live alone.
   8. other

8. During high school, were you a member of any of the following homemaker clubs?

   1. Future Homemakers of America (FHA)
   2. other club (please specify) _____
   3. I was not a member of any homemaker clubs.

Please answer the following questions about your home economics courses in grades 9-12.

The names of several home economics units (curriculum areas) are listed below. Next to each unit name, circle the number of courses you took within that unit. For example, if you took two courses in Child Development, you would circle the number "2" following the title for that unit. Circle "0" for any unit that you did not take. (These titles refer to curriculum areas and are NOT specific course titles. We recognize that the courses you took may have been named somewhat differently.)

9.	Comprehensive Homemaking	0	1	2	3
10.	Family Living	0	1	2	3
11.	Parenthood Education	0	1	2	3
12.	Child Development	0	1	2	3
13.	Foods and Nutrition	0	1	2	3
14.	Clothing and Textiles	0	1	2	3
15.	Housing, Furnishings, and Management	0	1	2	3
16.	Personal Finance	0	1	2	3
17.	Consumer Education	0	1	2	3
18.	Other (please specify) _____	0	1	2	3

19. What was the type of course scheduling system used in your high school?

   1. quarter system
   2. semester system
   3. other (please specify) _____

Please answer each of the five questions A-E for each skill listed below.

Skill	A How important do you think it is for you to know how to perform the skill? 1 = Very important 2 = Somewhat important 3 = Not important 4 = I don't know.	B How prepared do you think you are to perform the skill? 1 = Very prepared 2 = Somewhat prepared 3 = A little prepared 4 = Not prepared 5 = I don't know.
20. Provide for personal development	1 2 3 4	1 2 3 4 5
21. Establish satisfying relationships	1 2 3 4	1 2 3 4 5
22. Assume responsibility for coping with family problems	1 2 3 4	1 2 3 4 5
23. Assume responsibility for marriage	1 2 3 4	1 2 3 4 5
24. Assume responsibility for parenthood	1 2 3 4	1 2 3 4 5
25. Combine careers (homemaker, wage-earner, etc.)	1 2 3 4	1 2 3 4 5
26. Prepare for child birth	1 2 3 4	1 2 3 4 5
27. Care for infants	1 2 3 4	1 2 3 4 5
28. Care for children	1 2 3 4	1 2 3 4 5
29. Choose nutritious food	1 2 3 4	1 2 3 4 5
30. Shop for food	1 2 3 4	1 2 3 4 5
31. Store food	1 2 3 4	1 2 3 4 5
32. Plan, prepare, and serve meals	1 2 3 4	1 2 3 4 5
33. Select clothing for self and family	1 2 3 4	1 2 3 4 5
34. Purchase clothing	1 2 3 4	1 2 3 4 5
35. Care for textile products	1 2 3 4	1 2 3 4 5
36. Select housing	1 2 3 4	1 2 3 4 5
37. Create a desirable living environment	1 2 3 4	1 2 3 4 5
38. Maintain and care for housing	1 2 3 4	1 2 3 4 5
39. Make financial decisions	1 2 3 4	1 2 3 4 5
40. Develop and utilize a money plan	1 2 3 4	1 2 3 4 5
41. Use credit	1 2 3 4	1 2 3 4 5
42. Provide for security and protection through insurance, health plans, etc.	1 2 3 4	1 2 3 4 5
43. Purchase goods and services	1 2 3 4	1 2 3 4 5
44. Exercise consumer rights	1 2 3 4	1 2 3 4 5

C How much instruction DID you receive in your grades 9-12 home economics courses to prepare you to perform this skill? 1 = A great deal 2 = Some 3 = Very little 4 = None 5 = I don't know.	D How much instruction SHOULD the skill receive in grades 9-12 home economics courses to prepare a person to perform the skill? 1 = A great deal 2 = Some 3 = Very little 4 = None 5 = I don't know.	E How much ADDITIONAL INFORMATION do you think you would need to be adequately prepared to perform the skill? 1 = A great deal 2 = Some 3 = Very little 4 = None 5 = I don't know.
1 2 3 4 5 1 2 3 4 5	1 2 3 4 5 1 2 3 4 5	1 2 3 4 5 1 2 3 4 5
1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5

45. Please list below any consumer or homemaking skills that were not listed on page 4 which you think are important.

_____

_____

_____

If you feel that you need additional information in home economics, why do you feel you need information? (Circle each number from 46 to 54 which applies to you.)

46. I do not feel the need for additional information.

47. Additional interest was generated by my high school home economics experience.

48. My high school home economics experience was inadequate.

49. I need additional information to keep up with technological advances (such as metrics or microwave cooking).

50. I need additional information to adjust to the energy shortage.

51. I need additional information to adjust to inflation.

52. I need additional information in order to combine roles of homemaking and wage-earning (multiple roles).

53. I need additional information in order to cope with my daily responsibilities.

54. Other (please specify) _____

_____

If you obtained additional information in home economics since leaving high school, was it by: (Circle each number from 55 to 66 which applies to you.)

55. reading magazine articles.

56. reading books.

57. listening to radio programs.

58. watching television programs.

59. enrolling in post-secondary adult education programs.

60. enrolling in a college course.

61. participating in summer courses.

62. attending short courses or demonstrations (such as those prepared by manufacturers of microwave ovens or the gas company).

63. participating in cooperative extension services.

64. getting consumer and homemaking advice from relatives or friends.

65. other (please specify) _____

_____

66. I did not obtain additional information.

67. Please list any skills or topics WHICH WERE NOT TAUGHT in the home economics courses that you took which you think SHOULD BE TAUGHT.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Continued on reverse side.

You are encouraged to use the space below to list any other comments, concerns, or suggestions you have regarding your home economics education.

APPENDIX D

Mean Scores by Skill for Scales A, B, C, D, and E

KEY: This table lists for each skill 20-44 on each Scale A through E, the mean, or average, score of the responses by responding individuals. For example, most of the respondents (87.9%; see Table 1) said that they felt that making financial decisions (skill 39) was very important. When averaged with what the remaining respondents said to this question the mean (average) score was 1.067, or very close to "1: very important". This mean score was closer to "1" than any other and therefore assigned a rank of 1. The responses to the remaining skills were also averaged and assigned a number, or rank, from 1 to 25 based on the order of the mean score in relation to the others from lowest mean score to highest.

Table 2

Skill	A How important do you think it is for you to know how to perform the skill? 1 = Very important 2 = Somewhat important 3 = Not important 4 = I don't know.		B How prepared do you think you are to perform the skill? 1 = Very prepared 2 = Somewhat prepared 3 = A little prepared 4 = Not prepared 5 = I don't know.	
	Mean	Rank	Mean	Rank
20. Provide for personal development	1.195	11	1.713	7
21. Establish satisfying relationships	1.214	14	1.700	5-6
22. Assume responsibility for coping with family problems	1.109	5	1.764	10
23. Assume responsibility for marriage	1.120	6	1.881	15
24. Assume responsibility for parenthood	1.085	2	2.031	22
25. Combine careers (homemaker, wage-earner, etc.)	1.358	19	1.833	13
26. Prepare for child birth	1.185	9	2.184	25
27. Care for infants	1.096	3	1.894	19
28. Care for children	1.106	4	1.814	12
29. Choose nutritious food	1.231	15	1.757	9
30. Shop for food	1.316	16	1.631	4
31. Store food	1.430	24	1.888	16
32. Plan, prepare, and serve meals	1.348	17	1.753	8
33. Select clothing for self and family	1.381	23	1.471	1
34. Purchase clothing	1.370	20	1.497	2
35. Care for textile products	1.487	25	1.864	14
36. Select housing	1.201	12	2.080	23
37. Create a desirable living environment	1.208	13	1.700	5-6
38. Maintain and care for housing	1.192	10	1.558	3
39. Make financial decisions	1.067	1	1.798	11
40. Develop and utilize a money plan	1.139	7	1.889	17
41. Use credit	1.350	18	1.942	20
42. Provide for security and protection through insurance, health plans, etc.	1.156	8	1.956	21
43. Purchase goods and services	1.379	22	1.890	18
44. Exercise consumer rights	1.374	21	2.148	24

Table 2

	C How much instruction DID you receive in your grades 9-12 home economics courses to prepare you to perform this skill? 1 = A great deal 2 = Some 3 = Very little 4 = None 5 = I don't know.		D How much instruction SHOULD the skill receive in grades 9-12 home economics courses to prepare a person to perform the skill? 1 = A great deal 2 = Some 3 = Very little 4 = None 5 = I don't know.		E How much ADDITIONAL INFORMATION do you think you would need to be adequately prepared to perform the skill? 1 = A great deal 2 = Some 3 = Very little 4 = None 5 = I don't know.	
	Mean	Rank	Mean	Rank	Mean	Rank
20.	1.997	4	1.321	8	2.315	15
21.	2.298	10	1.437	16	2.326	16
22.	2.325	12	1.336	9	2.243	11
23.	2.278	8	1.304	6	2.241	10
24.	2.174	6	1.256	2	2.112	5
25.	2.336	13	1.432	15	2.279	14
26.	2.403	15	1.338	10	2.067	2
27.	2.300	11	1.296	4	2.126	6
28.	2.250	7	1.320	7	2.206	9
29.	1.610	1	1.298	5	2.364	19
30.	1.864	3	1.400	14	2.514	23
31.	2.103	5	1.472	20	2.356	18
32.	1.662	2	1.361	12	2.427	21
33.	2.279	9	1.629	24	2.626	24
34.	2.372	14	1.642	25	2.665	25
35.	2.415	16	1.619	23	2.404	20
36.	2.732	23	1.492	22	2.064	1
37	2.431	18	1.461	18	2.345	17
38.	2.476	20	1.443	17	2.436	22
39.	2.455	19	1.219	1	2.129	7
40.	2.428	17	1.257	3	2.171	8
41.	2.737	24	1.396	13	2.255	12
42.	2.767	25	1.340	11	2.110	4
43.	2.548	21	1.478	21	2.263	13
44.	2.661	22	1.465	19	2.096	3

APPENDIX E

List of Responses to Open-Ended Questions 45 (List of Skills not taught which should be Taught) and 67 (List of Important skills not included in questions 20-44.)

KEY: This table lists the categories cited by respondents to the open-ended survey questions 45 and 67 with the percentage of respondents citing the response.

Category	Percentage of Responses		
	Question 45: List of Important Skills Not Included in Questions 20-44	Question 67: List of Skills Not Taught Which Should Be Taught	Total
Family Planning (birth control, sex education, teenage sex, venereal disease)	2	5	7
Marriage, Family Living	.6	5	6
Communication, interpersonal relationships	.4	2	2
Divorce	.1	.9	1
Stress and Crisis Management	.1	1	1
Single Living (independence, adulthood)	.1	.7	.9
Abortion	0	.3	.3
Teenage pregnancy	0	.1	.1
Boredom (how to deal with)	0	.1	.1
Psychology	.1	0	.1
Parenting, child development, child care	0	6	6
Child birth education, pregnancy	0	4	4
Single parenting	.1	.3	.4
Child psychology	.1	.3	.4
Caring for handicapped children	.1	.3	.4
Child Abuse	0	.1	.1

*In many cases for individual questions, the percentage of individuals responding to each category does not total 100% due to non-responses by some individuals to the question.

Category	Percentage of Responses		
	Question 45	Question 67	Total
Cooking (baking, planning meals, microwave cooking, barbequing)	.3	3	3
Food storage	0	.4	.4
Cake decorating	0	.1	.1
Sewing (clothing repairs, tailoring, stitchery, pattern design, men's clothing)	.7	2	3
Selecting clothing	0	.3	.3
Cleaning	.1	2	2
Home repairs, maintanence, restoration	.3	1	1
Selecting housing	0	1	1
Home decorating	0	.6	.6
Furniture refinishing	0	.1	.1
Financial planning (management, using credit)	.3	8	8
Consumer education/rights	0	2	2
Home financing, insurance plans, taxes	.3	.7	1
Purchasing goods and services	0	.3	.3
Employee rights	.1	.1	.2
Sources of public aid	.1	0	.1
Personal Hygiene (health care, nutrition, first aid)	1	2	3
Career Education	.9	.9	2

Category	Percentage of Responses		
	Question 45	Question 67	Total
Information re: contemporary problems (inflation, energy)	.3	2	2
Alcohol, Drug, & Suicide Problems	.1	2	2
Etiquette (charm, entertaining)	.4	.9	1
Gardening, flower arranging	.4	.6	1
Time Management	.3	1	1
How to manage a household	0	.9	.9
Fitness, dieting	0	.7	.7
Crafts	.3	.1	.4
Car maintenance	.1	.3	.4
Home safety	.1	.3	.4
Religion	.3	.1	.4
Decision-making	.1	.1	.2
Metrics	.1	.1	.2
Organizational Skills	.1	0	.1
Community affairs	.1	0	.1
Self defense	0	.1	.1
Planning a wedding	0	.1	.1
Male participation in home economics	0	.1	.1
Relocating	0	.1	.1
Using coupons	0	.1	.1

APPENDIX F

Mean Scores and Rank Ordering of Curriculum Areas for Scales A, B, C, D and E

KEY: This table presents:

1. The name of the curriculum area with survey number for the skills matched to the area, and

2. The mean (average) score and rank order of the mean score for each Scale A through E. Mean scores are ranked from 1 to 6 for each scale in order from lowest to highest (closest to "1.0").

Table 8

Curriculum Area	Scale A: Level of Importance		Scale B: Perceived Level of Preparedness		Scale C: Amount of Instruction Received		Scale D: Amount of Instruction Desired		Scale E: Amount of Additional Information Required	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Family Living/ Parenthood Education (20-25)	1.193	2	1.824	4	2.230	2	1.353	2	2.249	3
Child Development (26-28)	1.140	1	1.971	6	2.318	3	1.321	1	2.131	1
Foods & Nutrition (29-32)	1.339	5	1.763	2	1.808	1	1.390	4	2.417	5
Clothing & Textiles (33-35)	1.421	6	1.611	1	2.354	4	1.638	6	2.566	6
Housing, Furnishings & Management (36-38)	1.210	3	1.783	3	2.541	5	1.471	5	2.281	4
Personal Finance/ Consumer Education (39-44)	1.253	4	1.946	5	2.597	6	1.371	3	2.174	2